DOCUMENT RESUME

ED 241 646 UD 023 409

AUTHOR	Krol, Virginia Surdacki; Rychlinski, Anna M.
TITLE	Supplement for Curriculum Guide in Reading: Polish-Speaking Students. Levels EF. Working Draft.
INSTITUTION	Chicago Board of Education, Ill.
PUB DATE	80
NOTE	246p.; For related documents, see UD 023 405-408.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
LANGUAGE	English; Polish
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Bilingual Instructional Materials; Cultural Awareness; Curriculum Guides; *Learning Activities; Polish; *Polish Americans; Primary Education; *Reading Instruction; *Teaching Methods

ABSTRACT

This supplement to the Chicago public schools' regular reading curriculum guide is for use with Polish-speaking students at two primary reading levels. Teaching strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Polish heritage. In addition, reading guide references to American customs, traditions, and folklore are translated into Polish. For each of the two levels addressed, the supplement presents four sections dealing with word attack, comprehension, study skills, and literature. In each section, skills, subskills, and objectives are listed, teaching/learning strategies (using both Polish and English) are suggested, and answers and/or criteria are given. A bibliography of mostly Polish items is provided. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241646

SUPPLEMENT FOR CURRICULUM GUIDE
IN READING: POLISH-SPEAKING STUDENTS

LEVELS EF

Working Draft

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G.J. Heing, Asst Supt
Chicago Bd. of Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ANGELINE P. CARUSO
Interim General Superintendent

BOARD OF EDUCATION
CITY OF CHICAGO

Copyright 1980
Board of Education
of the City of Chicago
Chicago, Illinois

UD023409

CONTENTS

Preface v

Acknowledgment vii

Introduction ix

LEVEL E

Word Attack 1

Comprehension 51

Study Skills 77

Literature 99

LEVEL F

Word Attack 133

Comprehension 161

Study Skills 197

Literature 223

Bibliography 251

PREFACE

The mastery of reading skills is one of the greatest problems facing the nation today. Under ordinary circumstances, reading instruction presents a formidable task. The communication barrier experienced by the non-English-speaking student poses an even greater problem for reading instruction. The Polish supplements to the reading guides are designed to assist the teacher in the effective implementation of the reading curriculum.

The supplements parallel the reading guides of the Chicago Reading Program; however, teacher strategies refer the teacher to Polish texts and to literary and historical selections which reflect the students' Polish heritage. Reading guide references to American customs, traditions, and folklore are faithfully rendered into the Polish, thus expanding students' new horizons.

Every effort is made to help the Polish students bridge the gap between the two languages, to preserve their culture, and to lead them into the adventure of becoming English-speaking Americans.

ACKNOWLEDGMENT

INSTRUCTION AND PUPIL SERVICES

Manford Byrd, Jr.
Deputy Superintendent

DEPARTMENT OF CURRICULUM

Gerard J. Heing
Assistant Superintendent

BUREAU OF LANGUAGE ARTS

Mattie Claybrook Williams
Director

Sincere appreciation is extended to Virginia Surdacki Król, teacher, Bureau of Bilingual Demonstration and Resource Centers, and to Anna M. Rychlinski, bilingual teacher, Shields and Twain elementary schools, for their efforts in the preparation of this publication.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, national origin, or sex in educational programs or employment policies and practices.

INTRODUCTION

The Polish supplements to the reading guides follow their English counterparts in concept and form. Attention has been given to the solution of particular English language problems which the Polish native speaker will encounter.* At the same time, consideration has been given to the philosophy of bilingual education in that Polish culture has been preserved.

Supportive reading resources refer the teacher to excerpts from two basal readers at each level. References are also made throughout the supplements to various sources which have been compiled and made available to teachers in a booklet entitled *Literature Resource Materials: Polish Poems, Legends, Fables, and Songs*. It is designed in conjunction with Levels EF, GH, J, and K of the *Supplement for Curriculum Guide in Reading: Polish-Speaking Students*, and it is to be used by the teacher as a reference resource.

The Use of Transliteration

Because of the disparity between the Polish and English languages and the absence of variant sounds in Polish letters, the Polish native speakers will experience some difficulty in English pronunciation. Pronunciation symbols in dictionaries vary from language to language, and within each language as well; therefore, transliteration (in this case, spelling English words using the Polish alphabet) is used to simplify transition to English. It must be stressed that the phonetic Polish spelling of the English word is given only to facilitate English pronunciation and that correct English spelling must be adhered to.

For the English sounds for which there are no equivalent Polish sounds and for which usage of the appropriate letters is not feasible, two IPA (International Phonetic Alphabet) symbols are used:

û for the English *u* sound as in c*u*t, c*o*me

æ for the English *a* sound as in *a*pple, c*a*p.

Since both the *th* sound and the *th* letter combination (digraph) are nonexistent in Polish, the IPA symbol for *th* will not be used--the *th* digraph will suffice.

---

*In certain lessons, where the skill in an English objective does not apply to the Polish language, the teacher is directed to follow the English reading guide strategy.

LEVEL E

WORD ATTACK

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; c Sound Recognition **Objective No.** EW1

Objective Given a list of words containing variant c sounds (city, call, chop), the learner will pronounce, translate, and spell the words correctly.

Teaching/Learning Strategy

Prepare a list of words containing variant sounds of c. Tell the learners that a consonant letter may stand for more than one sound, and that the letter c stands for the k, s, or ch sound.
Pronounce each word. Ask the learners to indicate whether the c has the k, s, or ch sound.

Please note:
This is a new concept for the Polish speaker, pronouncing the same letter in different ways; use extensive written and choral drill. Use row 2 only as a pronunciation aid.

Słowo angielskie - tak się pisze	Wymowa słowa angielskiego, używając alfabetu polskiego	Tłumaczenie
1. ice	1. (ajs)	1. lód
2. city	2. (sy'ti)	2. miasto
3. cut	3. (kût)	3. cięcie
4. child	4. (ćajld)	4. dziecko
5. cake	5. (kejk)	5. tort
6. come	6. (kûm)	6. chodź
7. children	7. (ćyl'dren)	7. dzieci
8. chalk	8. (ćok)	8. kreda
9. beach	9. (bić)	9. plaża
10. beech	10. (bić)	10. buk
11. cap	11. (kæp)	11. czapka
12. cent	12. (sent)	12. cent
13. coach	13. (kołć)	13. trener
14. crack	14. (kræk)	14. pęknięcie
15. clown	15. (kłołn)	15. błazen
16. club	16. (klûb)	16. klub
17. choose	17. (ćuz)	17. wybrać
18. circle	18. (syr'kl)	18. koło
19. cellar	19. (sel'ûr)	19. piwnica
20. can	20. (kæn)	20. może

Answers and/or Criteria

1. s 2. s 3. k 4. ch 5. k 6. k 7. ch 8. ch 9. ch 10. ch
11. k 12. s 13. k 14. k 15. k 16. k 17. ch 18. s, k
19. s 20. k

The learner will pronounce, translate, and spell the English words, with 80 percent accuracy. The teacher will determine how many examples to give at one time.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Hard and Soft c Sound Recognition **Objective No.** EW2

Objective Given words with either a hard or soft c sound, the learner will identify which sound the letter c has, pronounce the word, spell it, and translate it.

Teaching/Learning Strategy

Explain that some consonants, such as the letters c, g, and s, have more than one sound. Choose the letter c and provide many words which contain that letter. Show how to do the following:

Słowo angielskie - tak się pisze	Wymowa słowa angielskiego, używając alfabetu polskiego	Tłumaczenie
Write English words with a following c.		
car	(kar)	samochód
case	(kejs)	rozprawa
because	(bi'koz)	bo, ponieważ
cake	(kejk)	tort, placek
can	(k[illegible]n)	może
Write English words with e following c.		
cent	(sent)	cent
face	(fejs)	twarz
celery	(sel'e‸ri)	seler
center	(sen'tûr)	środek
cellar	(sel'ûr)	piwnica
Write English words with i following c.		
circle	(syr'kl)	koło
cinder	(syn'der)	popiół
circus	(sûr'kos)	cyrk
city	(sy'ti)	miasto
Write English words with o following c.		
cone	(kołn)	stożek
cold	(kołld)	zimno
become	(bi'kom)	stawać się
comb	(kołm)	grzebień
color	(kol'ûr)	kolor

Write English words with u following c.

cut	(kût)	cięcie
cube	(kjub)	sześcian
cup	(kûp)	filiżanka
cute	(kjut)	ładny
cub	(kûb)	młode dzikich zwierzat

Write English words with y following c.

bicycle	(baj'sykl)	rower
cyclone	(saj'klołn)	cyklon
cypress	(saj'pres)	cyprys
cymbal	(symbl)	cymbał

Write English words with a consonant following c.

clap	(klæp)	klaskać
clear	(klir)	jasno
cloth	(kloth)	materiał
crayon	(kręj'on)	kredka
crew	(krû)	załoga

Have the learners pronounce each word. After each one, ask the learners what letter follows the c. Have them formulate the generalization that when c is followed by e, i, or y, it has the soft sound.

Answers and/or Criteria

The learner will identify the hard and soft sound of the letter c in written words, and pronounce and translate the words, with 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Hard and Soft g Sound Recognition **Objective No** EW3

Objective Given words with either a hard or soft g sound, the learner will identify which sound the letter g has and will pronounce, spell, and translate the word.

Teaching/Learning Strategy

Explain that some consonants, such as the letters c, g, and s, have more than one sound. Provide many words which contain the letter g. Have the learners note that the hard g sound is the same as the Polish g sound, but the soft English g sound is pronounced like the Polish dż sound.

Have the students follow this method:

Słowo angielskie - tak się pisze	Wymowa słowa angielskiego, używając alfabetu polskiego	Tłumaczenie
Write words with a following g.		
gate	(gejt)	brama
gale	(gejl)	burza
again	(a'gen)	jeszcze raz
Write words with e following g.		
gem	(dżem)	klejnot
age	(ejdż)	wiek
wage	(łejdż)	pensja
page	(pejdż)	strona
Write words with o following g.		
go	(goł)	idź
goat	(gołt)	koza
golf	(golf)	golf
gone	(gołn)	odszedł
Write words with u following g.		
guard	(gard)	warta, straż
guess	(ges)	zgadnij
gum	(gûm)	guma
gull	(gûl)	mewa

Write words with y following g.

gypsy	(dźyp'si)	cygan, cyganka
gymnastics, gym	(dźym nas'tyks)	gimnastyka

Write words with a consonant following g.

grass	(græs)	trawa
ghost	(gołst)	duch
glue	(glu)	klej

Answers and/or Criteria

The learner will identify the sound of the letter g in a given word and will pronounce, spell, and translate the word, with 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Hard and Soft g Sound Recognition **Objective No** EW4

Objective Given a pair of words containing variant sounds of g (gem, green), the learner will indicate whether the words have the same or different sounds.

Teaching/Learning Strategy

Write the following lists on the chalkboard. Block off the translation with a strip of paper, Have the learners pronounce the words, identify the g sounds in the word pairs as the same or different, and translate. Use the transliteration (Row 2) only as a pronunciation reference.

Słowo angielskie - tak się pisze	Wymowa słowa angielskiego, używając alfabetu polskiego	Tłumaczenie
1. game	(gejm)	gra
goat	(gołt)	koza
2. gay	(gej)	wesoły
goes	(gołz)	idzie
3. great	(grejt)	wspaniały wielki
cage	(kejdż)	klatka
4. gem	(dżem)	klejnot
giraffe	(dży'raf)	żyrafa
5. orange	(o'rendź)	pomarańcza
get	(get)	otrzymać
6. go	(goł)	idź
give	(gyw)	daj
7. gift	(gyft)	podarunek
page	(pejdź)	stronica
8. gum	(gum)	guma
gate	(gejt)	brama

Answers and/or Criteria

1. same 2. same 3. different 4. same 5. different 6. same 7. different 8. same.

The learner will distinguish between the variant sounds of the consonant g, with at least 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Variant s Sound Recognition **Objective No.** EW5

Objective Given words with variant s sounds, the learner will identify which sound the letter s has and will pronounce the word.

Teaching/Learning Strategy

Write the words below on the board or a chart. Determine that the learners are familiar with word meaning, then practice pronouncing the words and calling attention to the two sounds of s. Point out the fact that the Polish phonetically-spelled English word reveals the sound of the s, since there is no z sound for the Polish s.

Słowo angielskie - tak się pisze	Wymowa słowa angielskiego, używając alfabetu polskiego	Tłumaczenie
1. snake	1. (snejk)	1. wąż
2. bees	2. (biz)	2. pszczoły
3. sidewalk	3. (sajd'łok)	3. chodnik
4. somewhere	4. (sum'hłer)	4. gdzieś
5. spot	5. (spat)	5. plama,znak
6. is	6. (yz)	6. jest
7. please	7. (pliz)	7. proszę
8. saw	8. (so)	8. widział
9. use	9. (juz)	9. używać
10. use	10. (jus)	10. pożytek
11. small	11. (smol)	11. mały
12. crows	12. (krołz)	12. kruki
13. its	13. (ytz)	13. jego
14. has	14. (hæz)	14. ma
15. yes	15. (jes)	15. tak
16. most	16. (mołst)	16. najwięcej
17. holes	17. (hołlz)	17. dziury
18. sing	18. (syng)	18. śpiewać
19. goes	19. (gołz)	19. idzie
20. some	20. (sûm)	20. niektóre

For reinforcement, play the following game, "Snakes and the Bees": Group the learners into pairs. In each pair designate one learner as a "snake" (the sss sound of s), the other as a "bee" (the z z z sound of s). At a signal have the learners race to see how many words they can write down with the sound of s, simultaneously giving the Polish translation of each word.

Set a time limit.

Answers and/or Criteria

The learner will identify, pronounce, and translate the variant sounds of s in a list of words, with at least 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Variant s Sound Recognition

Objective No. EW6

Objective Given a pair of words containing variant sounds of s (sing, trees) the learner will recognize the word meaning, pronounce the word, and be able to determine variant s sounds of words.

Teaching/Learning Strategy

Present pairs of words containing variant s sounds. Have the learners give translations, then state whether the words have the same or different s sounds. Repeat the same activity using written pairs of words.

Suggested pairs:

1. is, small
2. slide, sing
3. sidewalk, miss
4. use, us
5. his, was
6. miss, spot
7. has, yes
8. some, goes
9. does, because
10. sleep, said

Answers and/or Criteria

1. different, 2. same, 3. same, 4. different, 5. same
6. same, 7. different, 8. different 9. same, 10. same.

The learner will master the meaning of words, pronounce them correctly, and determine the variant s sounds, with at least 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Hard and Soft c and g Sound and Variant s Sound Discernment **Objective No.** EW7

Objective

Given a set of words containing the letters c, g, or s, the learner will identify the hard and soft sounds of c and g, and variant sounds of s by pronouncing and translating them correctly.

Teaching/Learning Strategy

Compile an extensive list of words containing the letters c, g, or s. Utilize examples from all six previous objectives and write them on the chalkboard. Assign several words to each of the learners. Have the learners pronounce the list chorally and individually.

Answers and/or Criteria

The learner will pronounce and translate correctly words containing the hard and soft c and g sounds, and the variant sounds of s, with at least 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Two-Letter Consonant Blend Recognition **Objective No.** EW8

Objective Given words beginning with the consonant blends br, cr, dr, fr, pr, tr, the learner will state the Polish meaning of the words and pronounce them.

Teaching/Learning Strategy

List on the board familiar words which begin with the given consonant blends. Use choral rote, then individual repetition, giving special attention to the blends.

brown	brązowy	from	od
broom	miotła	gray	szary, popielaty
cry	płacz	green	zielony
crayon	kredka	print	drukować
drop	kropla	pray	modlić się
draw	ciągnąć	tray	taca
frog	żaba	try	próbować

Have the learners volunteer Polish words which utilize these consonant blends; give the following as examples:

br = brat, brama, brązowy, brudny
kr = kreda, krowa, Kraków, kredka
dr = drań, druk, droga, drużyna
fr = Franek, front, fruwać, fryga
gr = gra, gruszka, gruby, gryzie
pr = prędko, procesja, proch, prosić
tr = trawa, trochę, trudny, tramwaj

Answers and/Criteria

The learner will understand, translate, and pronounce the words beginning with the consonant blends br, cr, dr, fr, pr, tr, with 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Two-Letter Consonant Blend Recognition **Objective No.** EW9

Objective Given words ending with the consonant blends ft, nt, st, sk, sp, ng, rt, rd, rk, the learner will pronounce each word and understand it in translation.

Teaching/Learning Strategy

Write the list of words below ending with consonant blends, on the board. Have the learners pronounce the words and volunteer translations. Give the translation only if the learners cannot do so. Use flash cards in a "see and say" activity to provide practice.

sing	- śpiewać	thing	- rzecz	wing	- skrzydło
bird	- ptak	third	- trzeci	cart	- wózek
hurt	- skaleczyć	work	- praca	park	- park
best	- najlepiej	must	- musi	dust	- kurz
ask	- pytać	task	- zadanie	swift	- prędki
lift	- podnosić	drift	- znosić	want	- chce
sent	- posłać	tent	- namiot	wasp	- osa
grasp	- chwytać				

Answers and/or Criteria

The learner will pronounce words ending in the consonant blends ft, nt, st, sk, sp, ng, rt, rd, and rk and will understand the words in translation, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Two-Letter Consonant Blend Recognition

Objective No. EW10

Objective Given words orally beginning or ending with consonant blends, the learner will identify the two letters in the blends, and state the meaning of the words.

Teaching/Learning Strategy

Present the words orally and call on the learners to repeat the words, state the letters in the blend, and give translation. Use the words listed here. (Translations are given in EW11.)

blend
from
black
brown
green
slow
clap
park
worst

clown
spot
clay
sled
art
thank
wound
task

play
slide
blue
gray
slip
sleep
raft
mask

friend
frown
train
want
plan
sent
trap
best
fold

Ask the learners to volunteer Polish words containing as many of the English letter blends as possible. Present examples similar to the ones below.

blada
flaszka
klasa
prędko

plama
stół
banda
słońce

front
grupa
spodnie
kurtka

brwi
słaby
funt

Answers and/or Criteria

The learner will translate words given orally and will identify the blends, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Two-Letter Consonant Blend Recognition

Objective No. EW11

Objective Given a Polish word, the learner will translate it into English and state the letters in the English blend.

Teaching/Learning Strategy

Write the following list on the chalkboard. Give any of the words orally. Have the learners translate the words into English and state the letters in the English blend. (The list below is a translation of the English list in EW10.)

zlewać
od
czarny
brązowy
zielony
pomału
klasnąć
park
najgorszy

błazen
plamka
glina
sanki
sztuka
dziękuję
rana
zadanie

gra
ślizgać
niebieski
szary
poślizgnąć się
spać
tratwa
maska

przyjaciel
krzywić się
pociąg
chce
i
posłał
skaleczyć
najlepszy
składać

Answers and/or Criteria

The learner will demonstrate facility in translating into English and recognizing the English blend, with 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Two-Letter Consonant Blend Identification **Objective No.** EW12

Objective Given words orally in Polish, the learner will identify the word in English and will write the blends.

Teaching/Learning Strategy

Give the Polish words from the list below orally. Have the learner translate each word in the list below and state the blend found in each word.

Teacher	Learners' Response
wózek	cart
ciągnąć	draw
śpiewać	sing
powiedzieć chrapliwie	rasp
rak	crab
tratwa	raft
panna młoda	bride
trudno	hard
maska	mask
wielki	great
dumny	proud
szczekanie	bark
musi	must
marznąć	freeze
chce	want

Ask the learners to volunteer examples of Polish words which use the same blends. Use the list below as starters.

żart
krata
skóra
drań
nafta
grosz
ranga
brak
pranie
spadł
rdza
park

Answers and/or Criteria

The learner will read and pronounce the words containing blends, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Controller Recognition

Objective No. EW13

Objective Given orally a set of words in which there is an r-controlled vowel, the learner will identify the vowel that is controlled by the r.

Teaching/Learning Strategy

Explain that in English, when a vowel is followed by r, the vowel sound will usually be affected by that r. Pronounce the following English words. Have the learners repeat the pronunciations, Point out the difference between the English and Polish sound of the r. Use extensive choral and individual drill.

ar - as pronounced in the Polish a

are	są
star	gwiazda
hard	twardy

er, ir, ur, and sometimes or - no equivalent Polish sound

after	po	purse	torebka
under	pod	fur	futro
over	nad	hurt	boleć
third	trzeci	doctor	lekarz
bird	ptak	favor	laska, grzeczność
sir	pan		
shirt	koszula		

or - as pronounced in the Polish o

for	dla
or	albo

Answers and/or Criteria

The learner will identify the r-controlled vowel in selected words given orally, with at least 80 percent accuracy.

Skill	Word Attack	**Level**	E
Subskill	Phonic Analysis: Auditory-Visual Perception; Vowel Controller Recognition	**Objective No.**	EW14
Objective	Given a set of words, the learner will recognize the Polish ol sound in the English al (all) combination, and pronounce, spell, and translate sets of words.		

Teaching/Learning Strategy

Present a bank of words using the al (all) combination. Point out that the identical Polish sound is ol. Have the learners note the different spellings of similarly pronounced English words, and repeat them by rote. Write each English word several times, then write its Polish counterpart once. Drill extensively through choral and individual activities.

ball	piłka
bawl	wrzeszczeć
hall	sala, korytarz
haul	ciągnąć
tall	wysoki
always	zawsze
halt	zatrzymać
call	wołać
crawl	pełzać
wall	ściana
malt	słód

Answers and/or Criteria

The learner will recognize the Polish ol sound in the English al or all combination and will pronounce, spell, and translate given sets of words, with at least 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; aw Sound Combination Recognition

Objective No. EW15

Objective Given a set of words with the English aw combination, which is comparable to the Polish o sound, the learner will pronounce, spell, and translate the words.

Teaching/Learning Strategy

Place the list below on the board. Have the learner point out the Polish o sound in the English word, circling the letter or letters in the English words which form the Polish o sound.

saw	-	widział	claw	-	pazur
paw	-	łapa	draw	-	ciągnąć
cole slaw	-	sałatka z kapusty	dawn	-	świt
lawn	-	trawnik	taught	-	uczy się
caught	-	chwytać, łapać	soft	-	miękki
loft	-	poddasze	often	-	często
thought	-	myśleć	brought	-	przyniósł
fought	-	walczył	bought	-	kupił

Answers and/or Criteria

1. saw 2. claw 3. paw 4. draw 5. cole slaw 6. dawn
7. lawn 8. taught 9. caught 10. soft 11. loft 12. often
13. thought 14. brought 15. fought 16. bought

The learner will recognize the English aw combination, which is comparable to the Polish o sound, and pronounce, spell, and translate the words, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Controller Recognition

Objective No. EW16

Objective

Given a review list of words containing vowels controlled by l, w, or r, the learner will pronounce, spell, and translate the words correctly.

Teaching/Learning Strategy

Supplement this word list from readers or EW 12, 13, 14, and 15. Using chalkboard or flash cards, have the learners pronounce and translate each word.

ball
call
tall
wall

bawl
crawl
haul

halt
malt
saw

paw
claw
draw

lawn
fawn
awning

her
bird
fur

fir
tar
corn

for
far
over

Use the game below to reinforce the skill.

Board Game: Obtain a section of chalkboard, permanently paint on spaces, number each space, add a Start plus End. Copy currently learned words (English or Polish) in chalk, thus enabling use of the board for subsequent word lists. Use spinners in choosing numbers. Have the learner pronounce and translate the word in each block indicated by the spinner. Have the learner move his marker to the block indicated by the spinner, and move his marker accordingly. Designate the first player to reach the end, the winner.

Answers and/or Criteria

The learner will translate and pronounce a selected list of words controlled by l, w, and r, with at least 80 percent accuracy.

Level E

Objective No. EW17

Skill Word Attack

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Diphthong Recognition.

Objective Given a list of words, the learner will recognize diphthongs, relate them to Polish equivalent sounds, and translate them.

Teaching/Learning Strategy

Explain that in the examples given below in Row 1 the diphthongs are pronounced as one sound. Introduce the words in the first list by pronouncing each word. Stress the correct English spelling, and encourage volunteer translations.

ew	grew	rósł
	new	nowy
	threw	rzucił
	stew	gulasz
	chew	żuć
oi	coin	moneta
	join	łączyć
	soil	brudzić się, gleba
	oil	olej
	boil	gotować
oy	boy	chłopiec
	loyal	wierny
	toy	zabawka
	annoy	dokuczać
	joy	radość
ow	now	teraz
	brown	brązowy
	town	miasto
	how	jak
	gown	suknia wieczorowa
ou	house	dom
	mouse	mysz
	mouth	usta
	south	południe
	out	nazewnątrz

Answers and/or Criteria

The learner will recognize diphthongs, relate them to Polish equivalent sounds, and translate the given words, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Diphthong Identification

Objective No. EW18

Objective Given words containing diphthongs, the learner will spell the words, identify the diphthongs, and translate.

Teaching/Learning Strategy

Select from the basal reader known words containing diphthongs. Prepare flash cards of these words; write the English on one side, the translation on the other. Use flash cards as cues. Have the learners repeat the words and translate them.

Answers and/or Criteria

The learner will spell, identify diphthongs of, and translate given words, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Diphthong Identification

Objective No EW19

Objective

> Given words containing the diphthong sounds of ew, oi, ou, ow, orally, the learner will pronounce, spell, and translate the words.

Teaching/Learning Strategy

Place the following diphthongs on the chalkboard:

ew, oi, oy, ow, ou

See objective EW 17 for examples. Alert the learners to the sounds produced by the combination of these letters. Have the learners say the word, say the dipththong, and translate.

Sound out individual diphthongs and have the learner identify the letters in them. Drill chorally and individually.

Answers and/or Criteria

The learner will pronounce, spell, and translate the words which contain diphthongs, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Short a Vowel Sound Pronunciation

Objective No. EW20

Objective Given a set of words in which there is a short English a sound, the learner will identify the sound as represented by the IPA æ symbol.

Teaching/Learning Strategy

Have the learners repeat the drill below in sing-song fashion, a la the alphabet song, or "Krakowiaczek ci ja," a few words at a time, or up and down the entire list.

Suggested list for drill:

1.	am	-	jestem
2.	and	-	i
3.	as	-	jak
4.	can	-	może
5.	cat	-	kot
6.	cap	-	czapka
7.	fat	-	gruby
8.	had	-	miał
9.	has	-	ma
10.	hat	-	kapelusz
11.	have	-	mam
12.	mat	-	mata
13.	pat	-	głaskać
14.	ran	-	biegał
15.	tan	-	opalenizna
16.	thank	-	dziękować

Answers and/or Criteria

The learner will identify the English short a sound as represented by the IPA æ symbol, with 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Short Vowel u Sound Pronunciation **Objective No.** EW21

Objective Given a set of words in which there is a short English u sound, the learner will identify the sound as represented by the IPA û symbol.

Teaching/Learning Strategy

Introduce the learner to the new sound, the English short u, by extensive repetition with the aid of the list below, or others from a basal reader. Use the sing-song drill strategy.

Tell the learners that some English words do not contain the letter u, yet have the short u sound. Use the transliteration presented below to reinforce the skill.

Słowo angielskie - tak się pisze	Wymowa słowa angielskiego, używając alfabetu polskiego	Tłumaczenie
1. but	1. bût	1. ale
2. come	2. kûm	2. chodź
3. cup	3. kûp	3. filiżanka
4. cut	4. kût	4. cięcie
5. does	5. dûz	5. robi, czyni
6. done	6. dûn	6. zrobione
7. fuss	7. fûs	7. zamieszanie
8. luck	8. lûk	8. szczęście
9. much	9. mûć	9. dużo
10. nut	10. nût	10. orzech
11. of	11. ûw	11. z, od
12. once	12. łûnc	12. raz
13. pup	13. pûp	13. szczeniak
14. sun	14. sûn	14. słońce
15. under	15. ûn'dûr	15. pod
16. up	16. ûp	16. w górę, do góry

Answers and/or Criteria

The learner will identify the English short u sound as represented by the IPA û symbol, with 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Visual Perception
Short Vowel Sound;
Pronunciation of e, i, and o **Objective No.** EW22

Objective Given words containing the short vowel e, i, and o sounds, the learner will pronounce, spell, and translate the words.

Teaching/Learning Strategy

Compose a bank of words which contain the English short vowel sounds of e, i, and o. Drill extensively, chorally and individually. Tell the learners--

W języku angielskim samogłoski są długie i krótkie.
Krótką samogłoskę angielską e wymawia się tak, jak polskie e.
Angielską krótką samogłoskę i wymawia się tak jak polskie y.
Angielską krótką samogłoskę o wymawia się jak polskie a.

ten	dziesięć	fist	pięśc
fed	karmić	pin	szpilka
let	pozwalać	sit	siadaj
best	najlepszy	it	to, ono
better	lepszy	in	w
get	dostać	is	jest

hot	goracy
not	nie
box	pudełko
got	dostał
honest	rzelelny

Answers and/or Criteria

The learner will pronounce, spell, and translate words containing the English short vowel sounds of e, i, and o, with at least 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Long Vowel Sound and Silent Final e Generalization

Objective No. EW23

Objective Given words which have vowels, one of which is a final e separated from the first vowel by a consonant (cvc), the learner will pronounce the first vowel and keep the final e silent and will spell and translate the words.

Teaching/Learning Strategy

Write the word list following the cvc pattern on the chalkboard. Have these words entered in the learners' "Podręczny słowniczek." Lead the learners to the generalization that in most words of this pattern the first vowel has a long sound and the final e is silent.

Tell the learners: Z chwilą, gdy mamy słowo angielskie, w którym znajdują się dwie samogłoski, jedna w środku wyrazu, a druga na końcu, a są one oddzielone od siebie spółgłoską, pierwszą samogłoskę wymawiamy jako długą, drugiej nie wymawiamy wcale.

Example: bake - wymawiamy (bejk) - opuszczamy literę e

cake	-	tort, placek	bike	-	rower
cane	-	laska	came	-	przyszedł
five	-	pięć	fine	-	dobrze
lake	-	jezioro	hive	-	uło
pole	-	słup	lime	-	limona; zielona cytryna
take	-	weź	side	-	bok
time	-	czas			

Give the learners the following puzzle to reinforce the cvc pattern.

Należy zwrócić dzieciom uwagę, że jeżeli wstawią poprawnie pierwsze dziesięć słów, to słowa od 11 do 17 odnajdą się same.

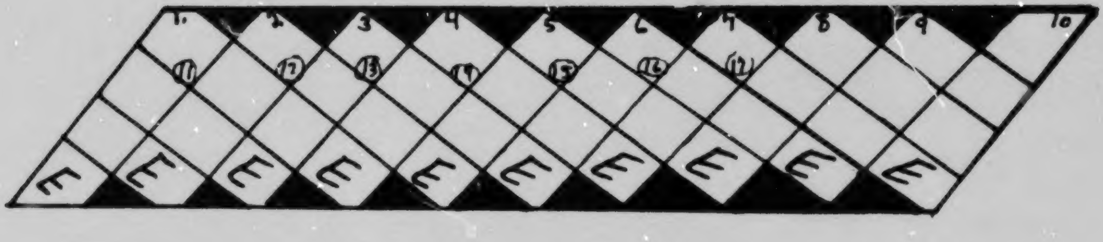
Łamigłówka:

pionowo

1. ciasto
2. jezioro
3. czas
4. rower
5. przyszedł
6. jezioro
7. dobrze
8. limona
9. daj
10. słup

z boku

11. przyszedł
12. lubić
13. czas
14. upiec
15. laska
16. limona
17. pięć



Answers and/or Criteria

down (right to left)

1. cake
2. lake
3. time
4. bike
5. came
6. lake
7. fine
8. lime
9. give
10. pole

down (left to right)

⑪ came
⑫ like
⑬ time
⑭ bake
⑮ cane
⑯ lime
⑰ five

The learners will pronounce, spell, and translate words having the cvc pattern, with 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Final e Addition to cvc Word Configuration **Objective No.** EW24

Objective Given a set of one-syllable words containing the cvc pattern, the learner will add a final e and then pronounce the long sound of the vowel in the new word.

Teaching/Learning Strategy

Tell the learners that if there are two vowel letters in a word, one of which is final e preceded by a consonant, the first vowel usually is a long vowel sound, and the final e is silent. Review several words below with the learners, then have the learners add the words to their "Podręczny słowniczek."

tap	- tupać	hid	- chować	hop	- skoczyć
can	- może	rid	- pozbyć się	mad	- szalony
hat	- kapelusz	us	- my	cap	- czapka
dim	- przyćmiony	rat	- szczur	cut	- ciąć
tub	- wanna	rip	- zrywać	cub	- szczenię
rod	- rózga, kij	hug	- ściskać	not	- nie
tape	- taśma	hide	- chować	hope	- nadzieja
cane	- laska	ride	- jechać	made	- zrobiony
hate	- nienawiść	use	- używać	cape	- peleryna
dime	- dziesięciocentówka	rate	- rata	cute	- ładny
tube	- rurka	ripe	- dojrzały	cube	- sześcian
rode	- jechał	huge	- olbrzymi	note	- notatka

Answers and/or Criteria

The learner will pronounce the long sound of the vowel after adding a final e to a selected list of one-syllable words containing the cvc combination, with at least 80 percent accuracy.

Level E

Objective No. EW25

Skill Word Attack

Subskill Phonic Analysis: Auditory-Visual Perception; Consecutive Vowel, First Long and Second Silent Generalization

Objective

Given words that have two consecutive vowels, the learner will pronounce the first vowel long and keep the second vowel silent.

Teaching/Learning Strategy

Lead the learners to generalize that if there are two vowel letters together in a word, the first usually stands for a long vowel sound, and the second is silent. Write the following on the chalkboard. Have the learners underline the letter which stands for the long sound of the two-letter vowel combination.

coat - płaszcz
need - potrzeba
feet - stopy
road - droga
mean - złośliwy
rain - deszcz
pail - wiadro
soap - mydło

toad - ropucha
leaf - liść
paint - farba
wheat - pszenica
geese - gęsi
stain - plama
wait - czekaj
maid - dziewczyna

Answers and/or Criteria

The learner will respond to a list of words having two consecutive vowels by pronouncing the first vowel long and keeping the second vowel silent, with at least 80 percent accuracy.

Skill Word Attack **Level** E

Subskill Phonic Analysis: Auditory-Visual Perception; Consecutive Vowel, First Long and Second Silent Exceptions to Generalization **Objective No.** EW26

Objective Given a set of words, some of which do not follow the "two consecutive vowel, first vowel long, second vowel silent" generalization, the learner will identify the words which conform to the generalization.

Teaching/Learning Strategy

Compile a list of words on the chalkboard. Have the learners copy the words into one of two charts they have prepared, as shown below. Have the learners add the words to their "Podręczny słowniczek."

Gdy pierwsza samogłoska jest długa - drugiej nie wymawiamy	Pierwsza samogłoska nie jest długa

Supplement the following list with words from the reader.

blue	niebieski	said	mówił
see	widzieć	bread	chleb
you	ty	eat	jeść
please	proszę	again	jeszcze raz
head	głowa	gray	szary
bean	fasola	soak	moczy
suit	garnitur	build	budować

Answers and/or Criteria

The learner will identify the words which conform to the "two consecutive vowel, first vowel long, second vowel silent' generalization, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Long Vowel in Final Position Pronunciation

Objective No. EW27

Objective Given a word in which the only vowel is at the end, the learner will pronounce the word, giving the vowel a long sound.

Teaching/Learning Strategy

Compile a set of flash cards using these words and words from other sources. Use choral and individual drill for reinforcement. Have the learners add the following lists to their "Podręczne słowniczki":

go - idź
so - a więc
he - on
she - ona
be - przy
dry - sucho
fry - smażyć
shy - nieśmiały

no - nie
be - być
me - mnie
we - my
cry - płacz
fly - latać
try - próbuj
why - dlaczego

Write the following Polish sound categories on the board. Have the learners come to the board and place each English word under its equivalent Polish sound category according to its vowel.

aj	i	oł
by	be	go
cry	he	no
dry	me	so
fry	she	
fly	we	
try		
shy		
why		

Answers and/or Criteria

The learner will pronounce words in which the only vowel is final, by giving the vowel its long sound, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Single Vowel and Final Consonant Application

Objective No. EW28

Objective

Given a set of one-syllable words some of which follow the single vowel and final consonant generalization (short sound), the learner will indicate which words are pronounced according to the generalization.

Teaching/Learning Strategy

Explain to the learners--W słowach angielskich w których jest tylko jedna samogłoska, wymawia się ją jako samogłoskę krótką. Examples:

am	- jestem	egg	- jajko
at	- w, nad	is	- jest
in	- w	red	- czerwony
can	- może	fix	- naprawiać
let	- pozwalać	fast	- prędko

Generalize further that if in one-vowel words the vowel comes at the end, that vowel is given the long sound. Jeżeli w słowie zawierającym tylko jedną samogłoskę, samogłoska ta znajduje się na końcu, wymawia się ją jako długą samogłoskę.

me	- mnie	be	- być	she	- ona
my	- mój	cry	- płacze	fly	- latać
try	- próbować				

Write the following Polish sound categories on a chalkboard chart. Have the learners come to the board and write English words which have the equivalent Polish vowel sounds: i, æ e, aj, y.

Answers and/or Criteria

i	æ	e	y	aj
me	am	egg	is	my
be	at	red	in	cry
she	can	let	fix	fly
	fast			try

The learner will indicate, from a given set of one-syllable words, which of the words are pronounced according to the single vowel and final consonant generalization, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Pronunciation of the th Sound

Objective No. EW30

Objective Given a list of words containing the th sound, the learner will pronounce the sound in new words.

Teaching/Learning Strategy

Prepare a list of words containing the th sound. Drill both individually and in groups. Explain that the absence of the th sound in Polish requires extensive drill on the sound.

Tell the learners--

Angielski dźwięk th wydajemy w taki sposób, że język nasz dotyka podniebienia tuż niedaleko zębów. Wymawiamy ten dźwięk pomału, wypuszczając powietrze przez szparę pomiędzy językiem a podniebieniem. Dźwięk ten zbliżony jest do polskiego sssss albo zzzzz, ściślej mówiąc, pomiędzy tymi dwoma dźwiękami.

bath	-	kąpiel	both	-	oboje, obie
mouth	-	usta	thank	-	dziękować
this	-	ten, ta, to	that	-	tamten
the	-	rodzajnik	their	-	ich
there	-	tam	these	-	te
those	-	tamte	they	-	oni
thirst	-	pragnienie	thirsty	-	spragniony
thumb	-	duży palec,kciuk	three	-	trzy
thirteen	-	trzynaście	thirty	-	trzydzieści
tooth	-	ząb	teeth	-	zęby

Answers and/or Criteria

The learner will indicate progress in the mastery of pronunciation of the English th sound, with 80 percent accuracy in given words.

Skill Word Attack **Level** E

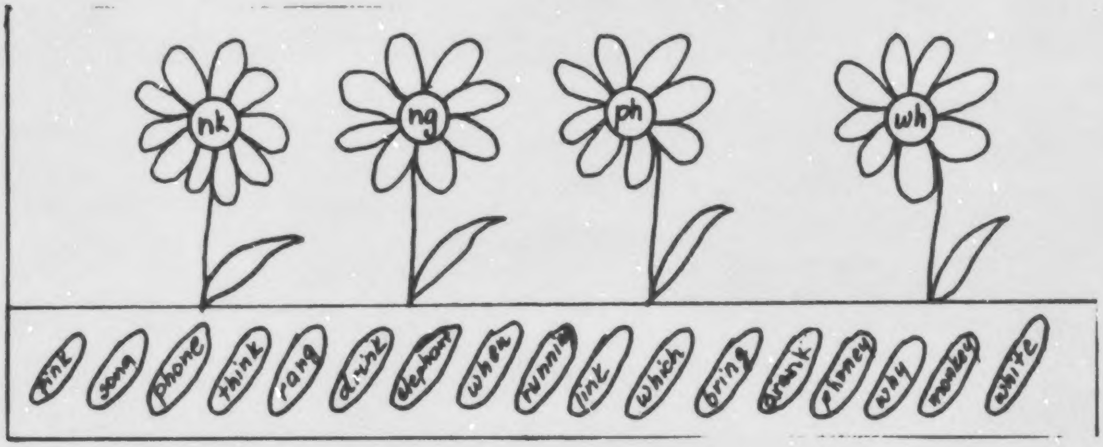
Subskill Phonic Analysis: Visual Perception
Consonant Digraph Recognition **Objective No.** EW 31

Objective Given a written list of the consonant digraphs nk, ng, ph, wh, the learner will identify the letters that result in a single new sound.

Teaching/Learning Strategy

Write the following list on the board. Review digraphs orally. Ask the learners to complete the cut and paste activity by pasting petals on appropriate flowers and underlining the digraph.

pink	- różowy	song	- pieśń
phone	- telefon	think	- myśleć
rang	- dzwonić	drink	- napić się
elephant	- słoń	when	- kiedy
running	- biec	link	- łączyć
which	- który	bring	- przynosić
drank	- pił	why	- dlaczego
monkey	- małpa	white	- biały


nk
ng
ph
wh
pink
song
phone
think
rang
drink
elephant
when
running
link
which
bring
drank
phoney
why
monkey
white

Answers and/or Criteria

From a list of words containing the consonant digraphs nk, ng, ph, and wh, the learner will identify the letters which result in a single new sound.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Consonant Digraph Identification

Objective No EW32

Objective

Given words which begin or end with the consonant digraphs wh, ph, nk, ng, the learner will recognize the digraph, spell the word, and translate it.

Teaching/Learning Strategy

Ask the learners to add the following English list of words to their "Podręczne słowniczki." Initiate choral, then individual pronunciation drill.

1.	when	- kiedy
2.	phone	- telefon
3.	sink	- zlew, opadać
4.	rang	- dzwonił
5.	along	- wzdłuż, obok
6.	elephant	- słoń
7.	white	- biały
8.	tank	- zbiornik
9.	bring	- przynosić
10.	why	- dlaczego
11.	think	- pomyśleć
12.	phase	- faza

Answers and/or Criteria

The learner will recognize, spell, and translate words which begin or end with the consonant digraphs wh, ph, nk, or ng, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Medial Position Vowel Digraph Recognition

Objective No. EW33

Objective Given a set of one-syllable words having a vowel digraph in the medial position, the learner will blend the sound patterns and pronounce, spell, and translate the words.

Teaching/Learning Strategy

Write the list on the chalkboard. Drill orally and individually. Tell the learners--Przepiszcie podane na tablicy słowa do zeszytów.

1. green - zielony
2. mail - przesyłka
3. meal - posiłek
4. team - drużyna
5. road - droga
6. leaf - liść
7. fruit - owoc
8. wait - czekać
9. boat - łódka
10. weed - chwast
11. bean - fasola
12. feet - stopy
13. suit - ubranie, garnitur
14. beef - wołowina
15. feed - karmić
16. meat - mięso
17. dream - sen
18. coat - palto, płaszcz
19. rain - deszcz
20. plain - zwykły, pospolity

GAME: Prepare flash cards containing digraphs in the medial position. Have the learners sit in a circle, except for one standing. That one and the one sitting in front of him/her are to be shown a card, and the one who pronounces it correctly first gets to stand behind the second learner sitting in the circle. Repeat the activity. If the learner standing is not the one who answered first, he/she must assume the position of the learner who answered faster. The object of the game is for the learner to get as far around the circle as possible without having to sit down.

Answers and/or Criteria

The learner will pronounce, spell, and translate one-syllable words having digraphs in the medial position, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Final Position Vowel Digraph Recognition

Objective No. EW34

Objective Given a set of one-syllable words having a vowel digraph in the final position, the learner will blend the sound patterns and pronounce, spell, and translate each word.

Teaching/Learning Strategy

Write the following set of one-syllable words on the chalkboard. Have the learners write each English word ten times and the Polish translation once. Drill chorally and individually in pronunciation, spelling, and translation.

play	bawię się
sea	morze
bee	pszczoła
Joe	Józek
toe	palec u nogi
Sue	Zuzia
way	droga
tree	drzewo
see	widzieć
day	dzień
flea	pchła
blue	niebieski
glue	klej
tea	herbata
doe	sarna

Answers and/or Criteria

The learner will respond to a list of one-syllable words having a vowel digraph in the final position by pronouncing, spelling, and translating the words, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Digraph Identification

Objective No. EW35

Objective Given words in which vowel digraph combinations are found, the learner will pronounce, spell, and translate the words.

Teaching/Learning Strategy

Make extensive use of choral and individual drill. Have the learners write each English word at least ten times and its Polish translation once. Use the following list:

bean - fasola
road - droga
play - bawić się
train - kolej, pociąg
three - trzy
blue - niebieski
seed - pestka, ziarno
lean - szczupły

clean - czysty
toad - żaba, ropucha
gray - szary
paint - farba, malować
need - potrzeba
real - prawdziwy
bead - koralik, paciorek

Answers and/or Criteria

The learner will respond to a set of words containing vowel digraphs by pronouncing, spelling, and translating the words, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Short oo Vowel Digraph Identification

Objective No. EW36

Objective Given words in which there is a short vowel oo digraph combination, the learner will master the sound, spell the word, and translate it.

Teaching/Learning Strategy

Write the following list on the board. Have the learners add the list to their "Podręczny słowniczek." Use extensive drills, both written and oral. (There is no Polish equivalent sound for the English short vowel oo sound; the IPA symbol û is used in transliteration.)

look -	patrzeć	wood -	drzewo
shook -	trząść	cook -	gotować
brook -	potok	hood -	kapturek
nook -	kącik	took -	wziął
hook -	hak	foot -	stopa
good -	dobry		

Answers and/or Criteria

The learner will pronounce, spell, and translate words with a short vowel oo digraph, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Digraph Pronunciation Generalization

Objective No. EW37

Objective Given a set of words containing a vowel digraph, the learner will derive the following generalization for pronouncing that vowel digraph: the first vowel is usually long and sounded; the second vowel is silent.

Teaching/Learning Strategy

Guide the learners to the generalization that in pronouncing vowel digraphs, the first vowel is usually long and sounded, and the second vowel is silent.

Place the following list of words on the chalkboard, and have the learners pronounce each word:

eat
lean
meat

seed
seen
feed

boat
load
road

pail
train
bait

Lead the learners to the generalization by asking questions such as--

1. Co możemy powiedzieć o każdym z tych słów?
2. Jaką wspólną charakterystykę mają te wszystkie słowa?
3. Którą samogłoskę słyszymy wymawiając te wyrazy?
4. Czy wszystkie te wyrazy są do siebie podobne?
5. Czy możesz ułożyć formułę na temat tych słow?

Answers and/or Criteria

The learner, given a set of words containing vowel digraphs, will pronounce the words correctly, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Digraph Pronunciation Exception to Generalization

Objective No. EW38

Objective

Given a set of words containing the vowel digraphs which are exceptions to the generalization for pronouncing vowel digraphs, the learner will classify and pronounce the words.

Teaching/Learning Strategy

Review the learners' awareness of the generalization for pronouncing digraphs (i.e., the first vowel is sounded long, and the second is silent). List on the chalkboard the following exceptions to this rule and any others from the basal reader:

field - pole
broad - szeroki
thief - złodziej

health - zdrowie
tear - zrywać
been - był
piece - kawałek

Drill chorally and individually; use written drills extensively.

Answers and/or Criteria

The learner will pronounce exceptions to the generalization on pronunciation of words containing vowel digraphs, with 80 percent accuracy.

Skill Word Attack

Level E

Subskill Phonic Analysis: Auditory-Visual Perception; Vowel Digraph Identification

Objective No. EW39

Objective Given words containing the digraphs ay, ai, ea, ee, oa, oe, the learner will identify the digraph and pronounce, spell, and translate the words.

Teaching/Learning Strategy

Reinforce the generalization for pronouncing digraphs (dźwięk wyrażony za pomocą dwóch liter): the first vowel is usually sounded long; the second vowel is usually silent.

List the following words on the board. Ask for a volunteer to pronounce, then drill chorally. Write digraph headings on the chalkboard, and have learners classify them by writing the words under the corresponding heading.

train	pociąg	lean	chudy
goat	koza	soak	moczyć
feet	stopy	toe	palec u nogi
road	droga	clean	czysty
mail	przesyłka	sheet	prześcieradło
sleep	spać	play	bawić się
eat	jeść	paint	malować
day	dzień	wait	czekaj
gray	szary	float	pływać

Answers and/or Criteria

The learner will pronounce, spell, and translate the words containing the digraphs ay, ai, ea, ee, oa, oe, with 80 percent accuracy.

Level E

Objective No. EW40

Skill Word Attack

Subskill Structural Analysis: Auditory-Visual Perception; Singular and Plural Word Form Recognition

Objective Given words in singular or plural form, the learner will indicate whether they are singular or plural.

Teaching/Learning Strategy

Introduce the singular-plural concept. Hold up one pencil and ask what it is. Write "pencil," "ołówek," on the chalkboard. Hold up 2 pencils and ask what they are. The response "pencils," "ołówki" should now be put on the board. Repeat this process with accompanying words or basal reader words. List each Polish and English word under the appropriate column. Help the learners reach the concept of forming plurals in English by adding s.

Say: Większość rzeczowników angielskich tworzy liczbę mnogą za pomocą końcówki s. W niektórych wypadkach, szczególnie po spółgłoskach: s, ss, sh, sh, x, dodajemy litery es.

dog	- pies	train	- pociąg
seed	- ziarno	pail	- wiadro
pen	- pióro	book	- książka
paper	- papier	chalkboard	- tablica
desk	- biurko	chair	- krzesło

Answers and/or Criteria

The learner will indicate singular or plural form, with 80 percent accuracy.

Skill Word Attack

Level L

Subskill Structural Analysis: Auditory-Visual Perception; Recognition of Plural Form of Nouns Ending in y

Objective No. EW41

Objective Given a singular noun ending in y, the learner will write its plural form.

Teaching/Learning Strategy

Clarify the rule governing the pluralization of English nouns ending in y:

Liczbe mnogą rzeczowników angielskich zakończonych na y, tworzymy przez wstawienie w miejsce y literek ies. (pony - ponies, kitty - kitties.) Natomiast gdy y jest poprzedzona samogłoską, tworzymy liczbę mnogą przez dodawanie literę s . (monkey - monkeys, play - plays.)

Have the learners form plurals of the following words, and others from the basal reader:

1. bakery - piekarnia
2. body - ciało
3. fly - mucha
4. story - opowiadania
5. tray - taca
6. key - klucz
7. berry - jagoda
8. city - miasto
9. puppy - piesek
10. donkey - osioł

Answers and/or Criteria

1. bakeries 2. bodies 3. flies 4. stories 5. trays
6. keys 7. berries 8. cities 9. puppies 10. donkeys

The learner will write the plural form of words ending in y, with at least 80 percent accuracy.

Skill Word Attack

Level E

Subskill Structural Analysis: Auditory-Visual Perception; Recognition of Plural Form of Noun Ending in f or fe

Objective No. EW42

Objective

Given a list of nouns ending in f or fe, the learner will change the words to their plural form.

Teaching/Learning Strategy

Instruct the learners in the pluralization of singular nouns ending in f or fe. Tell the learners:

Niektóre rzeczowniki angielskie, zakończone na spółgłoskę f albo fe w liczbie mnogiej zamieniają f albo fe na ves.

Ask the learners to give the plurals of the following words:

knife	-	nóż	leaf	-	liść
elf	-	skrzat	life	-	życie
calf	-	jałówka	hoof	-	kopyto
loaf	-	bochenek	half	-	pół
self	-	sam	scarf	-	szalik
wife	-	żona	shelf	-	płóka

Answers and/or Criteria

knives, leaves, elves, lives, calves, hooves, loaves, halves, selves, scarves, wives, shelves.

The learner will change a set of singular nouns ending in f or fe to the plural form, with at least 80 percent accuracy.

Skill Word Attack

Level E

Subskill Structural Analysis: Auditory-Visual Perception; Plural Form of Noun Identification

Objective No. EW43

Objective Given a singular noun whose plural takes a different word form, the learner will write its plural.

Teaching/Learning Strategy

Instruct the learners that certain words take a different form when given in the plural.

Niektóre rzeczowniki angielskie zmieniają się zupełnie w liczbie mnogiej. Przybierają one inną formę, Są to tzw. rzeczowniki nieregularne, jak w języku polskim: człowiek - ludzie.

man	mężczyzna	woman	kobieta
fireman	strażak	mailman	listonosz
policeman	policjant	child	dziecko
tooth	ząb	foot	stopa
mouse	mysz	goose	gęś

Answers and/or Criteria

men, firemen, policemen, teeth, mice, women, mailmen, children, feet, geese

The learner will write the plural form of singular nouns whose plural takes a different word form, with at least 80 percent accuracy.

LEVEL E

COMPREHENSION

Skill Comprehension **Level** E

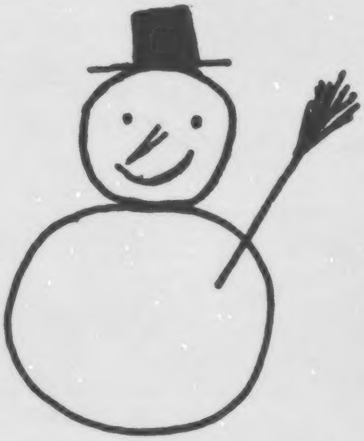
Subskill Literal Comprehension: Main Idea **Objective No.** EC1

Objective Given a picture and three descriptive sentences, the learner will select the sentence which best describes each picture.

Teaching/Learning Strategy

Give the learner a variety of pictures and sentences patterned after the examples below. Have the learners select the sentence which best describes each picture.

1. Dzieci ulepiły bałwana.
2. Bałwan ten to śmiejący się bałwan.
3. Bałwan ulepiony przez dzieci płacze.



Answers and / or Criteria

From a set of three sentences, the learner will select the one that best describes a given picture, with 80 percent accuracy.

Skill Comprehension

Subskill Literal Comprehension:
Main Idea

Level E

Objective No. EC2

Objective Given a poem orally, the learner will state a title he/she thinks appropriate to the poem's content.

Teaching/Learning Strategy

Discuss a familiar poem and its title, and how the author chose its title because it suited the poem's content. Use Wanda Chotomska's "Tramwajem do pracy," W szkole i w domu, pg. 157.

Answers and/or Criteria

For example, though the described passengers represent different walks of life, they all have one thing in common: they all go "tramwajem do pracy."

The learner will respond to a poem given orally by stating a title appropriate to its content. Teacher judgment will determine the degree of success.

Skill Comprehension

Level E

Subskill Literal Comprehension: Main Idea

Objective No. EC3

Objective Given a story, the learner will write a short statement about it.

Teaching/Learning Strategy

Have the learners read "Tajemnica drugiej klasy," W szkole i w domu, pg. 130, and select an outstanding incident in the story. Instruct the learners to write a short statement about the incident.

Answers and/or Criteria

"Sekret" drugiej klasy, to patyczek z nacięciami napełnionymi tłuszczem.

The learner will select an incident from the story and write a short statement about it, with at least 80 percent accuracy.

Skill Comprehension

Level E

Subskill Literal Comprehension:
Main Idea

Objective No. EC4

Objective Given two paragraphs to read silently, the learner will write a sentence stating their main idea.

Teaching/Learning Strategy

Present the Polish paragraphs on a worksheet. Direct the learners to read the paragraphs and to write a statement giving their main idea.

Obawy listonosza

Listonosz cichutko otworzył furtkę ogrodową. Z uwagą rozejrzał się po podwórku.... i dopiero wtedy podszedł do skrzynki pocztowej przy drzwiach. Listonosz boi się naszego psa, Kibica. Kibic jest dużym psem, a w dodatku bardzo lubi szczekać. Dlatego też wygląda bardzo groźnie, szczególnie dla obcych. Nikt z nich nie wie o tym, że Kibic szczeka z zamiłowania a nie ze złości.

Listonosz wrzuca listy do skrzynki i cichutko wychodzi, zamykając za sobą furtkę. Nie zdaje sobie sprawy z tego, że Kibic tylko szczeka, Kibic nie gryzie. Kibic ma jeszcze jedną zaletę. Jest bardzo posłuszny. Musimy powiedzieć naszemu listonoszowi, aby sie go nie bał. Powinien kazać Kibicowi przestać szczekać, a Kibic na pewno go posłucha.

Answers and/or Criteria

Listonosz boi się psa, ale nie wie, że pies szczeka tylko dla zabawy, a nie ze złości. Pies nic nie zrobi listonoszowi.

The learner will read given paragraphs and write a statement giving the main idea of the paragraphs.

Skill Comprehension

Level E

Subskill Literal Comprehension: Main Idea

Objective No. EC5

Objective

> Given several paragraphs and several titles, the learner will match each paragraph with the appropriate title.

Teaching/Learning Strategy

Prepare a worksheet with several paragraphs selected from the reader, or use titles from the previous lessons, EC 2, 3, 4. At the bottom of the sheet list titles. Ask the learners to match each paragraph with the appropriate title.

Dobierzcie odpowiednie tytuły do podanych urywków ze znanych wam czytanek.

Urywki

1. Na 1-szym przystanku wsiada pan Ignacy
   Proszę prędko jechać, pilno mi do pracy!
2. I pierwszaki już pędzą z powrotem do swojej klasy.
3. Ostrożnie obejrzał się zanim wszedł. Bał się naszego psa, Kibica.

Tytuły

1. "Tajemnica drugiej klasy"
2. "Obawy listonosza"
3. "Tramwajem do pracy"

Answers and/or Criteria

1.-3, 2.-1, 3.-2.

The learner will match given titles with appropriate paragraphs, with 80 percent accuracy.

Skill Comprehension

Level E

Subskill Interpretive Comprehension: Mood and Tone

Objective No. EC6

Objective Given a story, the learner will state the mood depicted and relate it to his/her own experiences.

Teaching/Learning Strategy

Read "Sprytna kózka," W szkole i w domu, pg. 226. Have the learners point out the different moods depicted, and relate them to their own experience at home, school, or play. Say to the learners Opowiedzcie nam o waszych przezyciach w domu, w szkole lub w czasie zabawy.

Answers and/or Criteria

Moods identified are the peaceful atmosphere of the first line, the goat's fear, the wolf's anger, the goat's doubt, the suspense of the chase, and relief at the end.

The learner will state the mood depicted in a story and relate it to his/her own experiences.

Skill Comprehension

Level E

Subskill Interpretive Comprehension:
Personal Experience

Objective No. EC8

Objective

Given a selection orally, the learner will write three sentences that depict a personal experience that was similar.

Teaching/Learning Strategy

Choose a topic such as " Dzień deszczowy." Read aloud "Parasole," W szkole i w domu, pg. 79.

Ask the learners to volunteer personal experiences on such a day. Have the learners write three sentences describing such an experience.

Answers and/or Criteria

The learner will respond to a selection given orally by writing three sentences which depict a similar personal experience.

Skill Comprehension

Level E

Subskill Interpretive Comprehension: Emotion

Objective No. EC9

Objective Given a passage, the learner will state how he/she thinks the characters in the passage felt.

Teaching/Learning Strategy

Choose characters from stories read previously. Discuss their personal experiences.

Prepare a worksheet presenting the following story: "Co mnie to obchodzi," W szkole i w domu, pg. 267, or one or your choice. Have the learners read the passage silently and then discuss the personal feelings of the characters.

Answers and/or Criteria

The learner will interpret the emotions of characters in a given selection.

Skill Comprehension

Subskill Interpretive Comprehension:
Emotion and Motive

Level E

Objective No. EC10

Objective Given a story, the learner will choose a character and justify his behavior in the story.

Teaching/Learning Strategy

Prepare a worksheet presenting "Kasia i Basia," W szkole i w domu, pg. 92. Ask the learners to justify Kasia's behavior in the story.

Answers and/or Criteria

Kasia was late to school because she had helped an old lady pick up the apples she had dropped.

The learner will justify the actions of a story character, with at least 80 percent accuracy.

Skill Comprehension

Subskill Critical Reading: Judgment

Level E

Objective No. EC11

Objective

Given a set of sentences which require a period, an exclamation mark, or a question mark, the learner will supply end punctuation in each sentence.

Teaching/Learning Strategy

Write sentences such as the following on the chalkboard or a worksheet. Have the leaners supply correct end punctuation for each sentence.

1. Patrz przez okno śnieg pada
2. Wczoraj świeciło słońce
3. Czy znasz Kraków
4. Zakopane leży w Tatrach
5. Jaka to jest książka
6. Uważaj woda jest gorąca

Answers and/or Criteria

1.exclamation mark, 2. period, 3. question mark,
4. period, 5. question mark, 6. exclamation point, period.

The learner will supply end punctuation in sentences which require an exclamation mark, a question mark, or a period, with 100 percent accuracy.

Skill Comprehension

Level E

Subskill Interpretive Comprehension: Personal Experience

Objective No. EC12

Objective Given a set of quotations of characters in a story, the learner will read the quotation of one character orally according to his/her interpretation.

Teaching/Learning Strategy

Prepare a worksheet featuring "Patrzcie co my mamy," W szkole i w domu, p. 78.

Have the learners read the selection silently. Choose several learners to read the quotations aloud, according to their interpretation of the expressions.

Answers and/or Criteria

The learner will orally interpret quotations of the characters in a given story, with 80 percent accuracy.

Skill Comprehension

Level E

Subskill Interpretive Comprehension:
Personal Experience

Objective No. EC13

Objective Given a simple poem, the learner will read the poem orally according to his/her interpretation of the poem's content.

Teaching/Learning Strategy

Prepare or select a simple poem such as "Tańcowała igła z nitką," W szkole i w domu, p. 159. Direct the learners to read the poem silently, then ask each to read the poem orally according to his/her interpretation.

Answers and/or Criteria

The learner will interpret the content of a simple poem by reading orally. Teacher judgment will determine acceptable performance.

Skill Comprehension

Level E

Objective No. EC14

Subskill Interpretive Comprehension: Emotion and Motive

Objective Given a story to read aloud, the learner will pantomime the actions of the characters.

Teaching/Learning Strategy

Copy "Nasze kino," W szkole i w domu, pg. 70, on the chalkboard. After the story has been read silently, have the learners read aloud, simultaneously pantomiming the actions.

Answers and/or Criteria

The learner will pantomime the actions of the characters, after reading a story aloud, with 80 percent accuracy.

Skill Comprehension

Subskill Literal Comprehension: Details

Level E

Objective No. EC15

Objective Given a short paragraph, the learner will read the paragraph silently and draw a picture depicting the details outlined in the selection.

Teaching/Learning Strategy

Prepare the following paragraph. Direct the learner to read the paragraph and then draw a picture depicting all the details outlined in the selection.

Dom

Nasz dom jest kwadratowy. Ma spiczasty dach, na którym komin wystawia swą prostokątną głowę. Z komina wije się siwy,kłębiasty dym. Z daleka widzę tylko dwa okna i drzwi. Każde z okien ma firanki i zasłony, które zsuwa się za pociągnięciem sznurka.

Dookoła domu stoi drewniany, biały płot z małą furtką. Tuż przy płocie rosną śliczne kwiaty, a w ogródku drzewa owocowe.

Answers and/or Criteria

After reading a paragraph, the learner will draw a picture depicting the details, with 80 percent accuracy.

Skill Comprehension

Subskill Critical Reading: Fact and Fantasy

Level E

Objective No. EC16

Objective Given four familiar sentences, the learner will underline the one which is true.

Teaching/Learning Strategy

Prepare the following sentences. Have the learner underline the one which is true:

1. Myszka łowi kota.
2. Rok jest czwartą porą roku.
3. Brat i siostra mają jednakowe imiona, ale inne nazwiska.
4. Dom chroni nas od złej pogody.

Answers and/or Criteria

4. is true.

The learner will choose and underline the one sentence of four given ones that is true, with 100 percent accuracy.

Skill Comprehension **Level** E

Subskill Critical Reading: Fact and Fantasy **Objective No.** EC17

Objective

Given a list of statements, the learner will write P after the ones that represent factual material and Z after the ones that are fiction.

Teaching/Learning Strategy

Prepare a list of statements. Direct the learner to write P after the statements that are fact (prawdziwe) and Z after the statements that are fiction (zmyślone).

1. Mysz łowi kota.
2. Rok jest czwartą porą zimy.
3. Dom chroni nas od złej pogody.
4. Brat i siostra mają jednakowe imiona, ale inne nazwiska.
5. Zamarzniętą wodę nazywamy lodem.

Answers and/or Criteria

1. Z, 2. Z, 3. P, 4. Z, 5. P

Given a list of statements, the learner will choose the ones that represent factual material and the ones that are fiction, and will write a Z or a P after each, with 100 percent accuracy.

Skill Comprehension

Subskill Critical Reading: Fact and Fantasy

Level E

Objective No. EC18

Objective Given a set of specific statements related to a familiar story, the learner will underline the correct answer.

Teaching/Learning Strategy

Read to the class "Rośliną też trzeba się opiekować," W szkole i w domu, pg. 215.
Prepare the following statements. Have the learner circle the correct answer for each statement, to indicate conformity with the story.

Zaznacz przy każdym zdaniu czy jest ono prawdziwe czy nie, wpisując w odpowiednie miejsca słowa tak lub nie.

1. Pani dała każdemu w klasie sadzonkę kapusty. ____
2. Mama dała Ani doniczkę z żyzną ziemią. ____
3. Ola mówiła, że sadzonka to tylko kłopot. ____
4. Trzeba zapisywać jak rośnie sadzonka Ani. ____
5. Prawie wszyscy pielęgnowali swe begonie jak należy. ____

Answers and/or Criteria

1. nie, 2. tak, 3. tak, 4. nie, 5. tak

The learner will underline the correct answer related to a familiar story, with 80 percent accuracy.

Skill Comprehension **Level** E

Subskill Critical Reading: Fact and Fantasy **Objective No.** EC19

Objective Given two poems to read, the learner will identify the one that is true to life.

Teaching/Learning Strategy

Prepare a worksheet which includes one true-to-life poem and one which is not. Use "Kózki" and "Moje miasto," both from W szkole i w domu, pp. 239 and 156.

Direct the learners to read the selections, and discuss ways of determining which is true to life.

Answers and/or Criteria

"Moje miasto"

The learner will read two poems and identify the one that is true to life, with 100 percent accuracy.

Skill Comprehension

Level E

Subskill Critical Reading: Comparison and Contrast

Objective No. EC20

Objective Given a story or poem about two different animals, the learner will list their similarities and their differences.

Teaching/Learning Strategy

Direct the learners to read silently a story or poem, such as "Jeż i Jerzyk," W szkole i w domu, pg. 214.

Have the learners, after silent reading, list things which make the animals similar and dissimilar.

Answers and/or Criteria

Jeż i Jerzyk: są zwierzętami, mają ogony, oczy, nosy itd. Oboje mają jednakowo brzmiące imiona. Różnią się jednak od siebie bardzo. Różnice: Jedno imię pisze się przez ż, drugie przez rz. Jedno ze zwierząt jest ptaszkiem, ma więc skrzydła, dwie nogi, dzióbb. Drugie jest zwierzęciem czworonożnym, ma futerko, cztery nogi, pyszczek.

Given a story about two different animals, the learner will list similarities and differences, with 80 percent accuracy.

Skill Comprehension

Level E

Subskill Critical Reading: Comparison and Contrast

Objective No. EC21

Objective

Given a selection about two different climates, the learner will state the characteristics that make the climates different.

Teaching/Learning Strategy

Ask the learners to view pictures, W szkole i w domu, pg.196.

Direct the learners to point out the differences in each one of them. Ask the learners the following questions:

> Jakie kraje zamieszkują Murzyni?
> Jakie kraje zamieszkują Eskimosi?

Read "Eskimosek," pg. 188, and discuss the dream the child had. Ask the following questions:

1. Kto opowiada swój sen?
2. Dlaczego na lodówce był obrazek Eskimoska?
3. Dlaczego dziewczynka położyła Murzynka na kaloryferze?

Additional activity: Direct the learners to illustrate the environment of one of the characters.

Answers and/or Criteria

1. dziewczynka 2. bo Eskimosi żyją w zimnych krajach
3. bo Murzyni mieszkają w Afryce, gdzie jest gorąco

The learner will choose, from a selection concerning two different climates, those characteristics that define their differences, with at least 80 percent accuracy.

Skill Comprehension

Level E

Subskill Critical Reading: Comparison and Contrast

Objective No. EC22

Objective Given characters from a familiar story, the learner will identify their similarities and differences.

Teaching/Learning Strategy

Select a story, possibly "Synowie," W Szkole i w domu, pg. 297. Choose two or more characters for discussion. Have the learners identify the ways in which the characters are alike and ways in which they are different. Ask which actions of the characters guide the learner to judge those characters, and why.

Answers and/or Criteria

Given characters from a familiar story, the learner will identify their similarities and differences, with 80 percent accuracy.

Skill Comprehension

Subskill Critical Reading: Inference

Level E

Objective No. EC23

Objective Given a selection and a question related to it, the learner will infer the answer and state it in his own words.

Teaching/Learning Strategy

Give the learner the selection "Kto miał słuszność?" W szkole i w domu, pg. 31.

Tell the learners that the answer to the question of who is right, is inferred. Ask the learners for an inference in their own words.

inference - wniosek, konkluzja

Answers and/or Criteria

Obie dziewczynki mają rację, ponieważ przychodzą do szkoły z dwóch różnych kierunków. Dla jednej szkoła jest po stronie prawej, a dla drugiej po lewej.

Given a selection and a question related to the selection, the learner will state, in his/her own words, an answer based on inference, with 100 percent accuracy.

Skill Comprehension **Level** E

Subskill Critical Reading: Inference **Objective No.** EC24

Objective

Given a question for which a literal answer is not stated, the learner will base the answer on inference.

Teaching/Learning Strategy

Have the learners read the following selection:

> Ania spóźniła się do szkoły. Stoi przed drzwiami klasy i boi się wejść. Zapomniała usprawiedliwienia dla nauczycielki.

Dlaczego Ania boi się wejść do klasy?

Alternative selections: "Przy drodze" and "Nowi koledzy," W szkole i w domu, pp. 17 and 13.

Answers and/or Criteria

Ania boi się wejść do klasy, bo zapomniała usprawiedliwienia dla nauczycielki.

Given a question, the learner will base his/her answer on inference, with 100 percent accuracy.

LEVEL E

STUDY SKILLS

Skill Study Skills

Subskill Location: Parts of a Book

Level E

Objective No. ES1

Objective

Given a title page, the learner will locate the author's name and the title, illustrator, and publisher of the book.

Teaching/Learning Strategy

Read a story from a library book. Guide the learners to state that someone wrote the story. Explain that the writer of a story is the author. Show the learners the title page where the author's name appears.

Direct the learners to open their readers to the title page. Show the learners the following:

okładkę
stronę tytułową
imię i nazwisko autora
imię i nazwisko ilustratora
wydawcę

Have the learners dictate a title page for the experience charts and/or class stories that are being written and compiled.

Answers and/or Criteria

The learner will locate the title, author, illustrator, and publisher on the title page of a book, with 100 percent accuracy.

Skill Study Skills

Subskill Location: Parts of a Book

Level E

Objective No. ES2

Objective Given a table of contents, the learner will locate specific information about story titles and page numbers.

Teaching/Learning Strategy

Direct the learners to read and discuss a chart having information similar to what is shown below:

Spis treści

1. Flaga biało-czerwona 30
2. Elektryczne schody 26
3. Kłótnia 97
4. Kredki 32
5. Jak się krasnal z borsukiem na spacer wybierali 64

Uzupełnij informacje brakujące w podanych niżej zdaniach.

1. Nasza książka nosi tytuł.........................
2. Na str. 30-tej jest czytanka pt...................
3. "Jak krasnal z borsukiem na spacer się wybierali" zaczyna się na stronie ....
4. W naszej książce jest .... stron
5. O wartości malutkiej sprężyny przeczytamy na str. ......
6. Na temat różnokolorowych kredek przeczytamy czytankę pt.................................. na str........

Have the learners dictate a table of contents page for their group experience stories which they are writing.

Answers and/or Criteria

The learner will use a table of contents to identify specific information about story titles and page numbers, with 100 percent accuracy.

Skill Study Skills

Subskill Identification: Parts of a Book

Level E

Objective No. ES3

Objective

Given a table of contents, the learner will read it silently and then state the types of information it contains.

Teaching/Learning Strategy

Distribute the basal readers. Prepare questions related to the table of contents on the chalkboard, on a transparency, or on a worksheet. Have the learners read the table of contents and complete the answers to the questions.

Na podstawie "Spisu treści" znajdującego się na końcu książki odpowiedzcie na następujące pytania:

1. Gdzie znajdziesz tytuły wszystkich czytanek znajdujących się w tej książce?
2. Ile stron liczy "Spis treści"?
3. W naszej czytance jest....... wierszyków.
4. Wierszyki znajdują się na stronach ....
5. Spójrz na pierwszą stronę spisu treści. Coś o alfabecie znajduje się na str...............
6. Czytanka o znajomej znajduje się na str.................
7. Uzupełnij podanymi poniżej wyrazami następujące zdania:
   Spis treści informuje nas o............... w jakim
   ułożone są poszczególne ....w czytance.
   Czytając spis treści możemy zorientować się o ....
   utworów zawartych w tej książce.

   porządek treść utworu

Answers and/or Criteria

Answers are dependent on the reader being used.

Given a table of contents, the learner will identify the types of information it contains, with 100 percent accuracy.

Skill Study Skills **Level** E

Subskill Location: Bilingual Dictionary **Objective No.** ES4

Objective Given a bilingual dictionary and a list of words, the learner will locate the words in the dictionary.

Teaching/Learning Strategy

Prepare a list of five words from a basal reader, science unit, social studies unit, or math unit. Discuss and demonstrate their translation, pronunciation, and meaning. Have the learners record the words in their "Podręczny słowniczek" and use the words in sentences. Require of the learners referral to both the Polish-English and the English-Polish sections of the bilingual dictionary.

Answers and/or Criteria

The learner will locate words in a biligual dictionary, with 100 percent accuracy.

Skill Study Skills **Level** E

Subskill Location: Bilingual Dictionary **Objective No.** ES5

Objective Given a bilingual dictionary, the learner will locate specific naming words.

Teaching/Learning Strategy

Review the procedure for locating words in the bilingual dictionary being used by the class. Use the instructions included in the dictionary. Cross refer to both sections, Polish-English and English-Polish. Display two new naming words (rzeczowniki), one at a time, and supervise the learners in locating them in the bilingual dictionary.

Discuss the term "rzeczownik" and how its root ("rzecz") reveals its meaning.

Require that the learners record the new words in their "Podręczny słowniczek." Have the learners review their "słowniczek," identify the "rzeczowniki," and then locate them in the bilingual dictionary.

Answers and/or Criteria

The learner will locate specific naming words, in a bilingual dictionary, with 100 percent accuracy.

Skill Study Skills **Level** E

Subskill Location: Bilingual Dictionary **Objective No.** ES6

Objective

Given a bilingual dictionary, the learner will locate specific action words.

Teaching/Learning Strategy

Develop the concept of action words, "czasowniki." Guide the learners in understanding that the"czasowniki" usually tell what happens. Dictate several sentences using action words, and have the learners name the "czasowniki" in each one.

Dzieci śpiewają.	Niemowlęta płaczą.
Chłopcy szybko biegają.	Pies głośno szczeka.

Prepare a list of several "czasowniki" from the basal reader. Guide the learners in locating these words in a bilingual dictionary, Have the learners refer to an English dictionary, and copy the information in "Podręczny słowniczek."

Answers and/or Criteria

The learner will locate and translate specific action words in bilingual and English dictionaries, with 100 percent accuracy.

Skill Study Skills

Subskill Alphabetization: Initial Letters

Level E

Objective No. ES7

Objective

Given a group of words beginning with different letters, the learner will alphabetize them according to the first letters of the words.

Teaching/Learning Strategy

Explain steps needed for alphabetizing words by their first letter. Guide the alphabetizing process by reciting the alphabet slowly, while the learners look at a word list and identify those that begin with the letter called. Have the learners write the words on their paper.
The following list may be used, or others of your choice:

cyrk
parada
słońce
gospodarstwo
Eskimos

jezioro
brama
księżyc
zamek
mama

Agata
liść
stół
dom
noga

Have the learners alphabetize content area vocabulary terms, as a reinforcement.

Answers and/or Criteria

The learner will alphabetize a group of words having different initial letters, with 100 percent accuracy.

Skill Study Skills

Level E

Subskill Classification: Categorical Headings

Objective No. ES8

Objective

Given several headings and a group of terms, the learner will classify them according to the categorical headings.

Teaching/Learning Strategy

Prepare an exercise providing three categories and five terms for each category. Have the learner place the words under the appropriate heading.

Wstaw podane w ramce wyrazy do odpowiadającej im kolumny.

orbita, pływa, ciastka, astronauta, kosmonauta, biega, jabłko skacze, parówka, lata, mięso, pojazd kosmiczny, chleb, kombinezon astronauty, śmieje się.

Podróże międzyplanetarne	czasowniki	potrawy

Answers and/or Criteria

The learner will classify terms according to the categorical headings, with 100 percent accuracy.

Skill Study Skills **Level** E

Subskill Location: Skimming **Objective No.** ES9

Objective Given a specific word that is being taught as a sight word, the learner will skim the material and indicate the number of times the word is used on a given page.

Teaching/Learning Strategy

Prepare a list of three sight words. Direct the learners' attention to initial, ending, and medial letters. Direct the learners to a specific page in their reader. Identify one sight word. Instruct the learners--

- powiedz w ilu miejscach występuje dane słowo na danej stronie.
- przeczytaj głośno każde zdanie zawierające podane słowo.
- wypisz podane słowa i ułóż z nich zdania.

Refer the learners to the following selections in the text W szkole i w domu:

"Staruszek, czas i ptaki"	p. 142	- word: ptak
"Tańcowała igła z nitką"	p. 159	- word: igła
"Tajemnicza mama"	p. 304	- word: mama

Answers and/or Criteria

The learner will skim the material and indicate the number of times a specific sight word is used on a given page, with 100 percent accuracy.

Skill Study Skills

Level E

Subskill Location: Skimming

Objective No. ES10

Objective

> Given certain pages to read, the learner will skim to locate answers to specific questions.

Teaching/Learning Strategy

Prepare five questions related to any reading selection in the reader or a content area text which the learners are able to read. Include questions using kto? co? gdzie? dlaczego?

Direct the learners to read the story "Gawronek i pajączek," W szkole i w domu, pg. 50.

Przeczytaj pobieżnie daną ci czytankę i wstaw brakujące słowa do podanych niżej zdań, zaznaczając wiersz, w którym zdanie to się znajduje.

1. .... skakał po pustym polu. str....w...
2. Nie ma ...., a lata. str....w...
3. Wiatr unosi ...... i mnie razem z nia. str....w...
4. Do czego potrzeba ci tej nitki? Do......... str....w...
5. Podróżuje, żeby znaleźć dobrą.....na....... str....w...
6. W tej .... dmuchnął wiatr i zwiał srebrną niteczkę z krzaka. str....w...

Answers and/or Criteria

Wszystkie zdania znajdują się na str. 50. ①. gawronek, w.1 ②. skrzydeł, w.3,4 ③. niteczkę, w.13,14, ④. podróżowanie w. 13, ⑤. kryjówkę, zimą, w. 14, ⑥. chwili, w. 16.

The learner will skim a selection and locate answers to specific questions, with 100 percent accuracy.

Skill Study Skills

Subskill Location: Skimming

Level E

Objective No. ES11

Objective Given a story, the learner will note the details and illustrate the story.

Teaching/Learning Strategy

Read, or have the learners read, "Wiewiorka Basia," W szkole i w domu, p. 178, or a story of your choice. For p. 178, prepare a duplicated sheet of an incomplete illustration showing a pine tree with a squirrel sitting on a branch. Have Tereska shown wearing indoor clothing and slippers, and do not depict the sled or hill. Instruct the learners to complete this illustration, relying on information in the story. Have the learners skim the story to make sure they have not left out details.

Przeczytajcie pobieżnie czytankę i postarajcie się dorysować do danej wam ilustracji brakujące szczegóły.

Answers and/or Criteria

The learner will skim a selection to note the details needed for illustrating the story, with 100 percent accuracy.

Skill Study Skills **Level** E

Subskill Identification: Maps **Objective No.** ES12

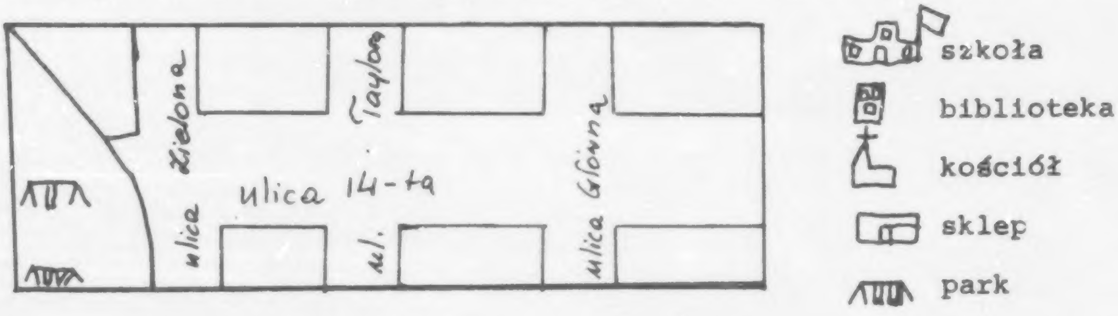
Objective Given materials and directions, the learner will construct a map of the community, using symbols to represent specific places.

Teaching/Learning Strategy

Display a map (plan) of the community showing the school, a church, a store, a library, and a park. Show and explain symbols used to represent these places. Discuss names of streets and routes from the school to each location. Have the learners identify each symbol orally as it is indicated. Distribute construction paper, scissors, and duplicated sheet with specific symbols for each location. Have each learner draw a map of the community and then cut and paste the symbols in their appropriate places, using the teacher's map as a model.

Tell the learners--

Na danym wam arkuszu papieru narysujcie plan sąsiedztwa szkoły, zaznaczcie wszystkie ważniejsze budynki i ulice, tak, jak to jest na planie, który pokazuje wam nauczyciel.



Answers and/or Criteria

The learner will follow directions and construct a community map, using symbols to represent specific places, with 100 percent accuracy.

Skill Study Skills

Subskill Explanation: Symbols

Level E

Objective No. ES13

Objective Given semipictorial symbols, the learner will demonstrate understanding of the symbols.

Teaching/Learning Strategy

Prepare a worksheet depicting symbols to be used when referring to places on a chart or map. Distribute a worksheet to each learner. Discuss and explain each symbol. Have the learners point to the symbols on their sheets as each symbol is explained. Instruct the learners--

> Podkreśl czerwoną kredką strzałkę wskazującą północ.
> Podkreśl niebieską kredką strzałkę wskazującą południe.
> Podkreśl zieloną kredką tor kolejowy.
> Podkreśl fioletową kredką znak oznaczający kościół.
> Podkreśl pomarańczową kredką szkołę.
> Podkreśl brązową kredką bibliotekę.
> Podkreśl czarną kredką góry.

Use symbols from objective ES 12.

Answers and/or Criteria

The learner will demonstrate understanding of semipictorial symbols, with 100 percent accuracy.

Skill Study Skills

Subskill Identification: Maps

Level E

Objective No. ES14

Objective Given map legends, the learner will identify symbols for mountains and lakes.

Teaching/Learning Strategy

Display a map with a legend - fizyczna mapa Polski. Have the learners identify the lake and mountain symbols and/or colors in the legend, and then locate them on the map. Have the learners sketch, label, and color the symbols for the lake and mountain areas on their own "mapki konturowe Polski."

Have the learners come up to the map and circle these areas with their fingers.

Answers and/or Criteria

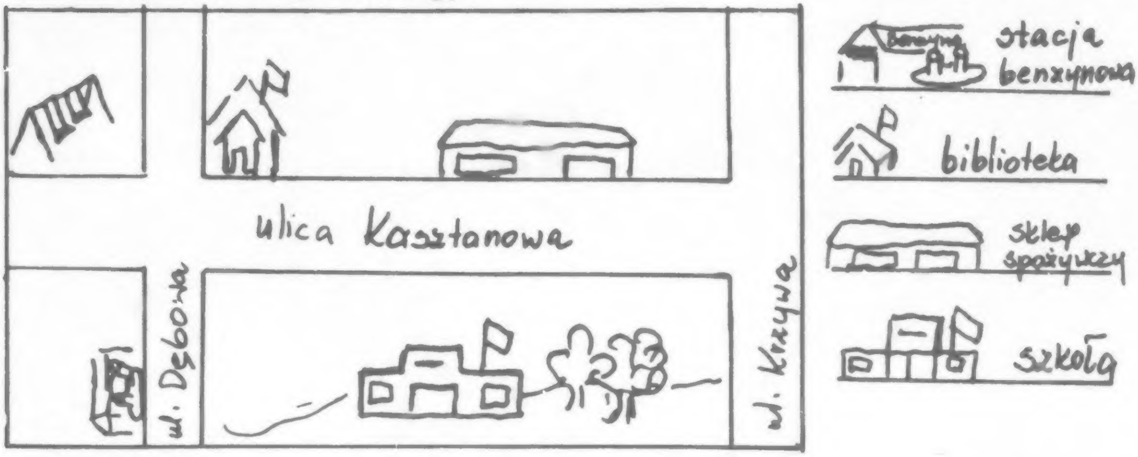
The learner will identify map symbols and colors for mountains and lakes, with 100 percent accuracy.

Skill Study Skills **Level** E

Subskill Identification: Picture Maps **Objective No.** ES15

Objective Given a picture map and five questions, the learner will use the map to answer the questions.

Teaching/Learning Strategy


Benzyna
stacja benzynowa
biblioteka
sklep spożywczy
szkoła
ulica Kasztanowa
ul. Dębowa
ul. Krzywa

Have the learners answer the following questions and show locations by pointing to the map.

Odpowiedzcie na pytania i pokażcie położenie każdego z obiektów na planie:

1. Na jakiej ulicy znajduje się stacja benzynowa?
2. Gdzie huśtają się dzieci na huśtawce?
3. Gdzie mama kupuje mleko i artykuły spożywcze?
4. Gdzie czytamy książki?
5. Podkreśl znak biblioteki raz, a szkoły dwa razy.
6. Na jakiej ulicy znajduje się szkoła?

Answers and/or Criteria

The learner will use a picture map to answer questions, with 100 percent accuracy.

Skill Study Skills **Level** E

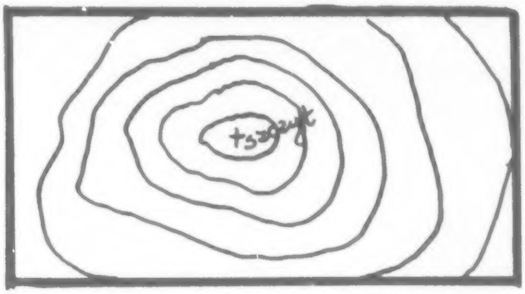
Subskill Identification: Maps and Globes **Objective No.** ES16

Objective Given the color symbols used to indicate land, mountain, and water surfaces, the learner will identify them on maps and globes.

Teaching/Learning Strategy

Review the color symbols as given in ES 14. Provide learners with sketches similar to the example given below, or others of your choice. Have the learners color the areas appropriately.

Pomalujcie odpowiednimi kolorami rysunek krajobrazu przedstawiony w skali na mapie.



Góra

Use "mapki konturowe" for land and water surface sketches.

Answers and / or Criteria

The learner will identify land and water areas by color on maps and globes, with 100 percent accuracy.

Skill Study Skills **Level** E

Subskill Identification: Maps and Globes **Objective No.** ES17

Objective Given symbols for north and south, the learner will place the symbols on maps and globes.

Teaching/Learning Strategy

Explain the symbols used for north and south directions. Show red arrows for north and blue arrows for south on American maps. Explain that according to Polish geography standards, there is an established agreement that map directions, though not so noted on the map, are always north on the upper section, south on the lower section. East is to the right, west to the left.

Distribute a work sheet similar to that shown below and have the learners complete the information.

Uzupełnij:

1. Górna ramka mapy oznacza ....
2. Dolna ramka mapy oznacza ....
3. ....oznacza południe.
4. ....oznacza północ.
5. Na mapach polskich brak jest strzałek wskazujących.......
6. W celu oznaczenia kierunku wschodniego i zachodniego należy stanąć .... do mapy.
7. Na lewo jest strona ....
8. Na prawo jest strona ....

Answers and/or Criteria

1. północ 2. południe, 3. dolna ramka mapy
4. górna ramka mapy 5. kierunki 6. twarzą
7. zachodnia 8. wschodnia

The learner will place symbols for north and south on maps and globes, with 100 percent accuracy.

Skill Study Skills

Subskill Identification: Globes

Level E

Objective No. ES18

Objective Given a globe, the learner will identify Poland and the United States.

Teaching/Learning Strategy

Display a primary globe and point out the outline of Poland and the United States. Have the learners complete the following sentences as they are dictated by the teacher:

1. Oglądamy ....
2. Globus przedstawia ....
3. Lądy są koloru ....
4. Morza i oceany są koloru ....
5. Na globusie, oprócz wielu krajów widzimy .... i ....
6. Polska leży na .... od ZSRR, a na .... od Szwecji.
7. Stany Zjednoczone znajdują się na .... półkuli.
8. Stany Zjednoczone są na .... od Kanady, a na .... od Ameryki Południowej.

Have the learners trace Poland and the United States on the globe with their fingers. Have the learners recall their flight and/or voyage from Poland to the United States.

Answers and/or Criteria

1. globus 2. kulę ziemską 3. zielonego 4. niebieskiego
5. góry i oceany 6. zachód, na południe 7. zachodniej
8. południe, północ

The learner will identify the United States and Poland on a globe, with 100 percent accuracy.

Skill Study Skills

Subskill Identification: Calendar

Level E

Objective No. ES19

Objective

Given a calendar, the learner will answer questions regarding the days of the week and specific dates.

Teaching/Learning Strategy

Display a large calendar. Explain and read the month, year, days of the weeks, and dates. Have the learners orally complete the following statements dictated by you:

1. Nasza kartka z kalendarza przedstawia ....
2. Mamy następujące dni tygodnia ....
3. Pierwszy dzień tego miesiąca przypada na ....
4. Niedziele w tym miesiącu przypadają na: ....

Have the learners begin a class calendar. Have the learners complete the days and dates of the week on their own outline desk calendars for the present month.

Answers and/or Criteria

The learner will use a calendar to answer questions regarding the days of the week and specific dates, with 100 percent accuracy.

Skill Study Skills

Level E

Subskill Identification: Charts

Objective No. ES20

Objective Given a vowel chart, the learner will refer to it when identifying sounds for vowels.

Teaching/Learning Strategy

Display the vowel chart shown, or devise one of your own. Instruct the learners--

- Znajdźcie na dołączonej tablicy samogłosek, tę, którą teraz wymówię; powtórzcie słowo z tą samogłoską.
- Wymówcie samogłoskę na którą wskażę.
- Dajcie przykłady słów angielskich w których samogłoski są wymawiane.

Samogłoski

samogł.	polskie przykłady	tłumaczenie angielskie
a	alfabet	alphabet
o	oko	eye
e	teczka	briefcase
ą	bąk	top
ę	bęben	drum
y	rynek	market
i	igła	needle
u	kura	chicken, hen

Answers and/or Criteria

The learner will refer to a vowel chart when identifying vowel sounds, with 100 percent accuracy.

LEVEL E

LITERATURE

Skill Literature

Subskill Poetry: Rhythm

Level E

Objective No. EL1

Objective Given a poem orally, the learner will skip to its rhythm.

Teaching/Learning Strategy

Read the poem "Lata ptaszek po ulicy." Ask the learners to close their eyes and listen for the word pictures as you read the poem aloud. Ask the learners what they saw in their minds as you read the poem. Read it again; this time have the learners tap out the rhythm. Demonstrate skipping with a volunteer.

Teach the learners how to play this game:

Dzieci stoją w kółku. Jedno, albo dwoje dzieci stoi w środku. Dzieci te to "ptaszki." W takt melodii i słów dzieci idą w kole, dzieci stojące w środku koła podskakują do taktu. Przy końcu zwrotki, dzieci "ptaszki" wybierają sobie partnerów i zabawa trwa dalej.

Lata ptaszek po ulicy

Lata ptaszek po ulicy,
szuka sobie ziarn pszenicy.
Co uzbiera, dzióbkiem w kole
a ja sobie ciebie wolę.

Answers and/or Criteria

The learner will respond to the rhythm of the poem by skipping. Teacher judgment will determine acceptable performance.

Skill Literature

Level E

Subskill Poetry: Rhythm

Objective No. EL2

Objective Given a poem orally, the learner will march to its rhythm.

Teaching/Learning Strategy

Read the poem "Żołnierzyki" of the Literature Resource Materials, several times, having the learners march to the rhythm. Use a drum if available.

Play the "Żołnierzyki" recording; have the learners march.

Have the learners make paper hats and banners to use for marching.

Answers and/or Criteria

The learner will respond to the rhythm of the poem by marching. Teacher judgment will determine acceptable performance.

Skill Literature

Level E

Subskill Poetry: Rhythm

Objective No. EL3

Objective Given a poem orally, the learner will gallop to its rhythm.

Teaching/Learning Strategy

Read the poem: "Krakowiaczek jeden" of the Literature Resource Materials.

Have the learners gallop to the rhythm, eight to a group--Krakowiaczek and his seven horses. Have a separate group sing the lyrics.

Answers and/or Criteria

The learner will respond to the rhythm of the poem by galloping. Teacher judgment will determine acceptable performance.

Skill Literature

Subskill Poetry: Rhythm

Level E

Objective No. EL4

Objective Given a poem orally, the learner will imitate the action described.

Teaching/Learning Strategy

Read the poem "Jak kosiliśmy siano," which offers many opportunities for imitative action. Refer to the Literature Resource Materials. Encourage the learners to dramatize.

Answers and/or Criteria

The learner will imitate the action of the poem read. Teacher judgment will determine acceptable performance.

Skill Literature

Subskill Poetry: Rhythm

Level E

Objective No. EL5

Objective Given a poem orally, the learner will supply omitted last lines.

Teaching/Learning Strategy

Plan a rhyming day. Introduce a poem; ask the learners to supply omitted lines. Expand this to include group response. Use the suggestion from the Literature Resource Materials:

"Mam chusteczkę haftowaną"
"Był Duda, był"
"Dudni woda dudni"
"Idzie lis koło drogi"

Answers and/or Criteria

The learner will supply omitted last lines for a poem. Teacher judgment will determine acceptable performance.

Skill Literature

Level E

Subskill Poetry: Rhyme

Objective No. EL6

Objective Given a poem orally, the learner will supply omitted rhyming lines.

Teaching/Learning Strategy

Read the "Jak kosiliśmy siano" from the basal reader Pierwsza Czytanka and/or "Janek i baranek," W szkole i w domu, pg. 266. Prepare these on a worksheet, with the asking lines in red and the answering lines in blue or black. Read the poem out loud. Separate the class into groups of "Janki" and "baranki." Have the groups read their parts orally, then reverse roles.

Answers and/or Criteria

The learner will supply at least one omitted rhyming line, after hearing a poem.

Skill Literature

Subskill Poetry: Rhyme

Level E

Objective No. EL7

Objective

Given two poems orally, the learner will identify the one that has a rhyming pattern and read it aloud.

Teaching/Learning Strategy

Choose any verse from "Nasze Zoo," W szkole i w domu, and the verse below, "Paw."

Paw głośno krzyczy,
Ach, piszczy nieładnie!
Ale,
podoba mi się paw!
Dlaczego?
Tylko dlatego, że piękny.

Print the poem in large letters on chart paper, with the last word in each line printed in red. Point out how the last words in "Nasze Zoo" rhyme. Lead the learners to note that though "Paw" does not rhyme, its natural lilt classifies it as a poem.

Answers and/or Criteria

The learner will identify the poem with a rhyming pattern, after hearing two poems.

Skill Literature

Subskill Poetry: Dialogue Poems

Level E

Objective No. EL8

Objective Given a dialogue poem orally, the learner will assume the role of a character and supply correct lines.

Teaching/Learning Strategy

Read "Janek i baranek," W szkole i w domu, pg. 266.

Print the poem in large letters on chart paper, with the asking lines in red and the answering lines in black. Divide the class into two groups, one for asking, one for answering. Have the learners read chorally and individually, and supply individual lines of dialogue.

Answers and/or Criteria

The learner will participate in choral recitation and will be able to supply individual lines from a dialogue poem.

Skill Literature **Level** E

Subskill Poetry: Word Pictures **Objective No.** EL9

Objective Given a poem orally, the learner will describe in writing the pictures he/she sees.

Teaching/Learning Strategy

Read the poem "Kukułeczka," Pauliny Hołyszowej, in the Literature Resource Materials.
Tell the learners to close their eyes while they listen, so that they may more clearly see through their imagination the pictures they are hearing in words.

Copy the following sentences on ditto sheets; tell the learners to fill in the blanks with the correct words:

zdania odpowiednimi wyrazami:

1. Kukułeczka od rana ....
2. Kukułeczka nie wije swego ....
3. Ona od rana do wieczora .... i ....
4. Do cudzych gniazdek składa ....
5. Za .... ludzie ją kochają.

Answers and/or Criteria

1. kuka, 2. gniazda, 3. kuka i kuka 4. jajka, jajeczka
5. wolna i wesoła 6. kukanie

The learner will describe in writing the pictures he/she sees after hearing a poem.

Skill Literature

Subskill Poetry: Sensory Language

Level F

Objective No. EL10

Objective Given a poem orally about sounds, the learner will create a sound poem, rhymed or unrhymed.

Teaching/Learning Strategy

Read Juliana Tuwima's poem "Ptasie radio," located in the Literature Resource Materials.
Ask the learners to name familiar birds and give the sounds each makes. Play the recording "Ptasie radio." Re-play it and encourage the group to join in when sound words are used.
Create a sound poem with the learners about--

- city sounds
- zoo sounds
- factory sounds

Have all the learners contribute. Instruct the learners to write brief verses. Type the poems and add them to a class book entitled "Nasze wierszyki" -- "Our Poems."

Answers and/or Criteria

The learner will create a four-line verse about sounds, rhymed or unrhymed.

Skill Literature **Level** E

Subskill Poetry: Sensory Language **Objective No.** EL11

Objective Given a poem about colors, the learner will identify the objects described in the poem.

Teaching/Learning Strategy

Read Oldrich Syrovatka's poem "Kredki," W szkole i w domu, pg. 37.

Prepare the learners by asking them what each color described in "Kredki" reminds them of.

Read "Kredki" aloud twice. Have the learners collect pictures of objects in the above colors and use them in a collage.

Answers and/or Criteria

The learner will identify blue, green, yellow, and red objects described in a given poem.

Skill Literature

Level E

Subskill Poetry: Illustrations

Objective No. EL12

Objective Given sets of illustrations for simple poems read orally, the learner will choose one and recite the poem from memory.

Teaching/Learning Strategy

Play a recording of Polish rhymes. Use illustrations which are included with the record; place them on the chalkboard ledge. Have the learners select and memorize one of the poems illustrated.

Answers and/or Criteria

The learner will choose a poem illustration from a given set and will recite the poem from memory.

Skill Literature

Subskill Poetry: Alliteration

Level E

Objective No. EL13

Objective

Given a poem orally, the learner will repeat the alliterative words.

Teaching/Learning Strategy

Read the poem "Nie pieprz Pietrze...," Sto Bajek, pg. 93.

Read the poem two or three times. Have the learners join in the alliterative lines, bringing to their attention the fact that they are reading words which begin with the same letter.

Encourage the learners to give their own examples of words beginning with the same letter.

Answers and/or Criteria

The learner will repeat the alliterative words given in a poem.

Skill Literature

Subskill Poetry: Mood

Level E

Objective No. EL14

Objective Given a poem read orally, the learner will identify it as happy or sad, quiet or noisy.

Teaching/Learning Strategy

Read Julian Tuwim's poem "Lokomotywa" in the Literature Resource Materials.

Prepare the poem on a worksheet; underline the sound words. Read the poem aloud, emphasizing the "sound" words. Guide the learners to discover that the words imitate the sound of a train. Have the learners join in on the "sound" words as the poem is being read, using the worksheet as a guide. Tape this reading.

Play the tape and guide the learners to form a train and move around the room, reciting the sound words that best describe the poem.

Write the words wesoły, smutny, cichy, głośny on the chalkboard. Ask the learners to choose the two words which best describe the poem.

Answers and/or Criteria

The learner will identify the mood as happy or sad, quiet or noisy, or a combination of these moods, after hearing a poem.

Skill Literature

Subskill Poetry: Setting

Level E

Objective No. EL15

Objective Given a poem, the learner will identify the setting as the city, the country, or a make-believe place.

Teaching/Learning Strategy

Read the poem "Co budują w naszym mieście," W szkole i w domu, pg. 263.

Print the poem in large letters on chart paper, omitting from the title the words "w naszym mieście" plus the words "w mieście" at the end of the poem. Do not display the chart yet. Read the poem aloud as the learners listen with closed eyes for the word pictures. Direct the learners to make a sketch of one picture they saw in their minds.

Display the chart. Have the learners name the words that identify the setting. Circle these words on the chart. Have the learners read along as the poem is read from the chart.

Answers and/or Criteria

The learner will identify the setting of a poem as being in the city, the country, or a make-believe place.

Skill Literature

Subskill Poetry: Setting

Level E

Objective No. EL16

Objective Given a poem to read orally, the learner will identify it as a day or night poem.

Teaching/Learning Strategy

Read the poem "Dlaczego Maciej nie siedzi w chacie," W szkole i w domu, pg. 148.

Read the poem aloud two or three times, directing the learners to close their eyes and listen for the word pictures. Have the learners identify seasonal clues.

Ask the learners to identify details which reveal a night or day background. Write these on the chalkboard. Have the learners discuss the reasons for making their choices.

Answers and/or Criteria

The learner will identify a poem read orally as being a day or night poem.

Skill Literature

Level E

Subskill Poetry: Relation to Personal Experience

Objective No. EL17

Objective

Given a poem orally, the learner will relate a personal experience similar to the one described in the poem.

Teaching/Learning Strategy

Read Czesław Janczarski's poem "Pogotowie," W szkole i w domu, pg. 175.

Prepare the learners for the poem by asking them to recall personal experiences with emergency vehicles (ambulances, rescue squads). Have the learners recall how such a vehicle was summoned, by whom, and under what circumstances. Lead the learners to recall personal emotions regarding the incident. Instruct the learners to give orally at least a one-sentence description of a similar experience.
Read the poem two or three times. Encourage the learners to illustrate the incident or draw the vehicle itself.

Answers and/or Criteria

The learner will relate a personal experience similar to one described in an assigned poem.

Skill Literature

Subskill Poetry: Story Sequence

Level E

Objective No. EL18

Objective Given a poem read orally, the learner will sketch the action in sequence.

Teaching/Learning Strategy

Use the following poems: "Lepimy bałwana," W szkole i w domu, pg. 122; "Wyssane z palca," Sto Bajek.

After reading "Lepimy bałwana," have the learners draw progressive pictures of the snowman, showing how the children make him, and then adding the details--i.e., carrot nose, coal eyes, etc.

Read "Wyssane z palca" out loud. Discuss the humorous aspects of the poem. Stress the incongruity of an adult sucking his thumb and his obvious regret for having this habit. Ask the learners to draw a picture of Pan Wincenty.

Answers and/or Criteria

The learner will, after hearing a story poem, sketch the action in sequence.

Skill Literature

Subskill Poetry: Story Sequence

Level E

Objective No. EL19

Objective Given a poem orally, the learner will pantomime the action in sequence.

Teaching/Learning Strategy

Read the poem "Żuk," Sto Bajek, pg. 17.

Make masks of a beetle, toadstool, and a ladybug for use in a dramatization.

Use the **illustration** in Sto Bajek as a model for the toadstool and ladybug; for the beetle, use the illustration on p. 8.

Have the learners tell the story in their own words. Have others re-read it aloud. Tape a reading of the poem and replay it, having the learners pantomime the action, taking turns. Include as props a huge cardboard automobile (as in the illustration), a wedding veil, a dotted cape for the ladybug, a dotted cap for the toadstool, and a plain cape for the beetle.

Answers and/or Criteria

The learner will pantomime the action in a story poem, in sequence.

Skill Literature

Level E

Subskill Poetry: Distinction between Narrative Poem and Lyric Poem

Objective No. EL20

Objective Given two poems orally, one narrative and one lyric, the learner will identify one as a story poem.

Teaching/Learning Strategy

Read the narrative "O kopcacym piecu" and the lyric "Kołysanka zimowa," both from W szkole i w domu, pp. 161, 116.

Ask the learners--

1. Jak może bór (las)być przykryty białą chustą?
2. Czy wiatr naprawdę śpiewa kołysankę?
3. Dlaczego zwierzęta śpią? Czy dlatego, że wiatr śpiewa?

Read the poems aloud several times. Compare the poems and guide the learners, through a question and answer pattern, to an understanding that one tells a story, and the other simply recounts a pleasant situation which is not a story.

Answers and/or Criteria

The learner will distinguish between a narrative and a lyric poem, when given two poems orally.

Level E

Objective No. EL21

Skill Literature

Subskill Folklore: Interpretation of the Fable

Objective Given a fable to read orally, the learner will choose from among three sentences the one that best summarizes its meaning.

Teaching/Learning Strategy

Read aloud the fable "Rybka mała i szczupak" from the Literature Resource Materials, omitting the last line, which gives the moral.
Ask the following questions:

Odpowiedzcie na pytania:
1. Dlaczego mała rybka nie mogła połknąć robaka?
2. Czy rybka chciała zjeść tego robaka?
3. Czy szczupak połknął robaka?
4. Jak uważacie, czy szczupak wiedział, że razem z robakiem połknie haczyk?
5. Czego nas uczy ta historyjka?

Z trzech niżej podanych zdań, wybierz to, które najlepiej wyjaśnia naukę jaką powinien wynieść każdy z tej bajki.
1. Rybce bardzo smakował robak.
2. Czasem dobrze być i małą.
3. Rybak wpadł do wody.

Answers and/or Criteria

3. Czasem dobrze być i małą.

The learner will choose from among three sentences the one which summarizes best the meaning of a fable.

Skill Literature **Level** E

Subskill Fiction: Story Sequence **Objective No.** EL22

Objective Given a story orally, the learner will dramatize the sequence of events.

Teaching/Learning Strategy

Read the story "Wóz Lecha," Czytanka na klasę II, Płatos, pg. 32, to the learners.

Guide the learners in dividing the story into three scenes. Write the action for each scene on the chalkboard or chart paper.
Direct the making of sock puppets for the entire class, choosing the learners who will represent Lech, his wife, the son, the eagle, and about three eaglets. Have the remainder of the class represent their own ancestors, as members of these first Polanie families. Have these learners write their mother's and father's names, brothers' and sisters' names, and even family pet names, on slips of paper. Tell them their forefathers, too, traveled with their pets and farm animals, as did also the American wagon train pilgrims about 800 years later. Have the learners tape or staple these "family names" slips to their sock puppets.

Guide the learners to dramatize the events in sequence.

Answers and/or Criteria

The learner will dramatize the sequence of events in a story given orally.

Skill Literature

Subskill Fiction: Story Sequence

Level F

Objective No. EL23

Objective Given a story orally, the learner will retell the story in correct sequence.

Teaching/Learning Strategy

Read the story below, or choose another. Prepare the learners for listening to the story by asking questions, such as--
Czy kiedykolwiek karmiliście ptaszki w zimie?
Assist the learners to remember events in proper sequence by asking--

- Dlaczego Grześ karmił ptaki?
- Kto przygotował jedzenie dla ptaków?
- Co jedzą ptaki?
- Jak pomógł Grzesiowi tatuś?

Prepare a set of five sentences describing events in this story. Print each set on a sentence strip. Arrange sentence strips at random. Invite volunteers, one at a time, to set the strips in correct order. Note: Underlined sections in the story below may serve as the set of five sentences.

Gościnny Grześ

W zimie ogródek przy domu Grzesia pełen jest głodnych ptaszków. Mama Grzesia zawsze odkłada dla nich suchy chleb, kawałeczki jabłek, niepotrzebny tłuszcz i ziarno. Grześ drobi chleb na okruszki i polewa roztopionym tłuszczem. Później wychodzi do ogrodu i rozrzuca okruchy głodnym ptakom.

Pewnego dnia ojciec Grzesia przyniósł do domu mały, drewniany domek. Był to karmnik dla ptaków. Postawił go na parapecie okna kuchennego. Każdego ranka Grześ wsypuje do małego domku jedzenie dla ptaków. Później siada tuż przy oknie i je własne śniadanie. Zgłodniałe ptaszki jedzą śniadanie wspólnie z Grzesiem, ale za oknem w karmniku.

Jak to dobrze jeść śniadanie wspólnie z"gośćmi - ptaszkami!"

Answers and/or Criteria

The learner will retell, in proper sequence, a story told orally.

Skill Literature

Level E

Subskill Folklore: Story Sequence

Objective No. EL24

Objective

Given a story orally, the learner will arrange a series of illustrations in proper sequence.

Teaching/Learning Strategy

Read the story "W komorze Rzepichy," Czytanka na klasę II, Płatosa, pg. 65, aloud.

Guide the learners to divide the action into five scenes, such as--

1. Rzepicha w pustej komorze. Dookoła niej stoją puste naczynia.
2. Izba w której odbywa się przyjęcie z okazji postrzyżyn Ziemowita. Jedzący i pijący goście.
3. Dzban stojący na oknie. Brzęknięcie dzbana o tym co widzi przez okno.
4. Komora Rzepichy - co mówią dzbany i naczynia.
5. Co mówi dzban z utrąconym uchem, stojący na oknie, wszystkim naczyniom w komorze.

Assist the learners in making large illustrations of each scene on poster board. Place out-of-sequence illustrations on the chalkboard ledge. Ask for volunteers to place them in correct order.

Answers and/or Criteria

The learner will arrange a series of illustrations in proper sequence, after hearing the story.

Skill Literature

Subskill Fiction: Characterization

Level E

Objective No. EL25

Objective

Given a realistic story, the learner will identify character traits by responding to questions about the main characters.

Teaching/Learning Strategy

Read the story "Wigilia Bożego Narodzenia," Czytanka na klasę II, Płatosa, pg. 76, aloud.

Place the following questions on the board. Direct the learners to choose the correct words. Have the learners circle the underlined words in each sentence.

Przeczytajcie zdania i wybierzcie jedno z podkreślonych w nim słów, które najbardziej odpowiada prawdzie.

1. Basia i Jurek są zadowoleni, niezadowoleni?
2. Czy Zosia jest dobrą pomocnicą mamy, czy leniuchem?
3. Czy dziadek był wesoły czy smutny?
4. Czy cioteczny brat Basi jest chory, czy zdrowy?
5. Babcia ma łzy w oczach z radości czy ze smutku?

Answers and/or Criteria

1. zadowoleni 2. dobrą pomocnicą mamy 3. smutny
4. chory 5. radości

The learner will identify character traits of the main character in a realistic story.

Skill Literature **Level** F

Subskill Fiction: Characterization **Objective No.** EL26

Objective Given a story orally, the learner will choose, from among four character traits, three which fit the main character and give reasons for the choice.

Teaching/Learning Strategy

Read the story "Baśń o smoku," Czytanka na klasę II, Płatos, pg. 42, aloud.

Ask the learners to volunteer statements about Krakus and the dragon, since many of them may already have heard different versions of the story. Ask them to volunteer traits for the dragon.

smok - okrutny, straszny, potworny
Krakus - odważny, mądry, silny
ofiary smoka - przestraszone, zrozpaczone,

Ask for volunteers to dramatize the story. Guide interpretation by referring them to the above traits. Copy the following sentences on the chalkboard and ask the learners--

Wybierzcie z czterech podanych zdań trzy, które najbardziej odpowiadają charakterowi Krakusa.
1. Krakus był mądry. 2. Krakus był leniwy
3. Krakus był silny 4. Krakus miał mężne serce.

Answers and/or Criteria

The learner will choose, from among four sentences, the three which best describe the main character in a story, and give reasons for the choice.

Skill Literature

Subskill Fiction: Mood

Level E

Objective No. EL27

Objective Given a story orally, the learner will identify the mood.

Teaching/Learning Strategy

Read the story "Nie będzie kłopotu." W szkole i w domu, pg. 136, aloud.

Direct the learners to listen for the funny things that happen. Discuss the story, using the following questions as guides:

- Dlaczego mama nie cieszy się z tego, że Irka zgodziła się opiekować kotem sąsiadki?
- Czy to prawda, że wzięcie pod opiekę Gryfa na parę dni nie sprawi żadnego kłopotu?
- Jaki spacer urządził sobie Turkus w pierwszy dzień świąt?
- Czy to prawda, że im więcej zwierząt w domu tym jest weselej?

Provide the learners with aritmetic paper. Direct them to write their name at the top. Say: Jeżeli uważasz, że jest to wesoła czytanka narysuj ☺ wesołą twarz, jeżeli nie, narysuj twarz smutną. ☹

Answers and/or Criteria

The learner will identify the mood of a story heard orally.

Skill Literature **Level** E

Subskill Fiction: Realism and Fantasy **Objective No.** EL28

Objective

Given a story, the learner will identify it as a make-believe story or a story about real people.

Teaching/Learning Strategy

Read the story "Na spacerze," Czytanka na klasę II, pg. 48.

Ask the learners to answer or perform the following--

1. Jak ubrała mama dzieci na spacer?
2. Dlaczego Kazia rozpięła płaszczyk podczas zabawy?
3. Wypisz nazwy części ubrania.
4. Narysuj ilustrację, jak dzieci bawiły się w parku i podpisz się.
5. Jak sądzisz, opowiadanie to jest prawdziwe czy mogło się naprawdę wydarzyć?

Read aloud the story "Cztery siostry," Czytanka na klasę II, pg. 62. Discuss how the learners will determine why this story is make-believe and identify the four sisters.

Answers and/or Criteria

The learner will identify a story as being make-believe or real.

Skill Literature

Subskill Fiction: Humor

Level E

Objective No. EL29

Objective

Given a story read orally, the learner will show awareness of humor by responding and reacting to questions about its humorous elements.

Teaching/Learning Strategy

Read the story "Frania na kółkach," W szkole i w domu, pg. 258.

Ask the learners to answer or perform the following--

1. Czy mama wiedziała czym była Frania?
2. Kiedy spodziewano się Frani?
3. Gdzie dzieci znalazły "Franię"?
4. Kim była "Frania"?
5. Dlaczego mama cieszy sie z Frani?
6. Narysuj pralkę elektryczną jaką widziałeś.

Answers and/or Criteria

The learner will show awareness of humor by responding and reacting to questions about the humorous elements of a story heard orally.

Skill Literature

Level E

Subskill Nonfiction: Distinction from Fiction

Objective No. EL30

Objective Given an informational article and a fictional story read orally, the learner will identify the story.

Teaching/Learning Strategy

Read the stories "To wszystko z węgla?" and "Kłótnia," W szkole i w domu, pp. 117 and 97.

Read orally "To wszystko z węgla?" Lead the learners to discover the information which can be gleaned from this article, i.e. the uses of coal. Encourage the learners to mention other uses of coal.

Read "Kłótnia," and guide the learners to undstand that although this story gives truthful information about the clock and the operation of each hand, it endows the clock and hands with speech, and this makes it a make-believe story.

Answers and/or Criteria

Uses of coal: naftalina, farby, gaz, aspiryna, sztuczna guma, sztuczne nawozy dla rolnictwa.

The learner, given an informational article and a fictional story, will identify the story.

Skill Literature

Subskill Nonfiction: Biography

Level E

Objective No. EL31

Objective

Given the biography of a famous person, the learner will choose, from two sentences, the one which indicates that a biography is a life story.

Teaching/Learning Strategy

Read the following biographical sketch:

Bohater dwóch kontynentów

Tadeusz Kościuszko jest polskim bohaterem narodowym. Tadeusz Kościuszko jest również bohaterem Stanów Zjednoczonych. Urodził się w Polsce w 1748 r. Kościuszko rozsławił swe imię w Polsce dzięki zorganizowaniu słynnego powstania Narodu Polskiego przeciw rosyjskiemu najeźdźcy. Powstanie to znane jest pod nazwą "Insurekcja Kościuszkowska."

W Stanach Zjednoczonych zasłynął Kościuszko ze swego udziału w walce o uzyskanie niepodległości. Kościuszko był inicjatorem założenia słynnej dziś Akademii Wojskowej, zwanej West Point. Kościuszko był słynnym i odważnym żołnierzem, który gorąco kochał Polskę.

Lead the learners to discover that this is a story about the life of Tadeusz Kościuszko. Read it aloud, then ask questions such as these:

1. Gdzie urodził się Tadeusz Kościuszko?
2. Dlaczego Tadeusz Kościuszko znany jest w Polsce?
3. Dlaczego znany jest w Ameryce?
4. Kto był w tym czasie najeźdźcą Polski?
5. Czy Tadeusz Kościuszko kochał swą ojczyznę?

Write the following sentences on the chalkboard and direct the learners to choose the sentence which tells about the story:

1. "Bohater dwóch kontynentów" jest historią życia Tadeusza Kościuszki.
2. "Bohater dwóch kontynentów" nie jest prawdziwą historią.

Answers and/or Criteria

The learner, after reading a biography, will choose from two sentences the one which indicates that it is a life story.

Skill Literature

Subskill Drama: Recognition of Concept

Level E

Objective No. EL32

Objective

Given a folk tale orally, the learner will dramatize the action, using dialogue.

Teaching/Learning Strategy

Read the folk tale "Wiano św. Kingi," Czytanka na klasę II, pg. 121.

Prepare the learners for listening to the story by telling them that some folk tales started long, long ago as people tried to explain where things in nature came from and why things happened.

Read the story aloud. Ask the learners if they had already heard versions of this tale, and if so, have them tell the story in their own words. Guide the learners to discover what it is the story explains. List the sequence of events in simple form on the chalkboard. Ask the learners to dramatize the tale, using the list as a guide. Have the learners improvise dialogue.

Answers and/or Criteria

The learner will dramatize the action in a folk tale, using dialogue.

LEVEL F

WORD ATTACK

Skill Word Attack

Level F

Subskill Phonic Analysis: Auditory-Visual Perception; Long a Vowel Sound

Objective No. FW1

Objective Given words containing the English long a sound, spelled a, eigh, ai, or ay, the learner will recognize that the Polish parallel sound is spelled ej.

Teaching/Learning Strategy

Tell the learners --

The long English a sound is spelled a, and at times eigh, ai, and ay. In Polish, that sound is pronounced ej. For instance --

a. table is pronounced tejbl, using the Polish alphabet.
b. freight " " frejt, " " " "
c. weight " " łejt, " " " "
d. paid " " pejd, " " " "
e. day " " dej, " " " "

Examples of Polish words using the long English a sound, spelled in Polish ej:

a. klej
b. tej
c. kolej
d. dalej
e. bliżej
f. aleja
g. lepiej
h. gorzej

Examples of English words containing the long a sound, spelled a, and at times eigh, ai, or ay:

a. came
b. sleigh
c. laid
d. play
e. gate
f. neighbor
g. pay
h. train

Lead the learners to note that different letter combinations can produce the English a sound, while in Polish that same sound is pronounced ej and spelled ej at all times.

Answers and/or Criteria

The learner will recognize that the English long a sound, spelled a, eigh, ai, or ay, is spelled ej in its Polish parallel sound, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Phonic Analysis: Auditory-Visual Perception; Long e Vowel Sound

Objective No. FW2

Objective Given words containing the English long e sound, spelled e, ea, ee, ie, or ey, the learner will recognize that the Polish parallel sound is spelled i.

Teaching/Learning Strategy

Explain to the learners --

The long English e sound is spelled e, and at times ea, ee, ie, and ey. In Polish, that sound is pronounced i.
For instance --

a. be is pronounced bi using the Polish alphabet.
b. meal " " mil " " " "
c. feet " " fit " " " "
d. chief " " ćif " " " "
e. key " " kij " " " "

Examples of Polish words using the long English e sound, spelled in Polish i --

a. igła
b. miły
c. miska
d. ile
e. boli
f. cicho
g. dolina
h. lis

Examples of English words containing the long e sound spelled e, ea, ee, ie, and ey --

a. me
b. bead
c. thief
d. seed
e. key

Lead learners to note that different letter combinations can produce the English long e sound, while in Polish that same sound is pronounced i and always spelled i.

Answers and/or Criteria

The learner will recognize that the English long e sound, spelled e, ea, ee, ie, or ey, is spelled i in its Polish parallel sound.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Auditory-Visual Perception; Long i Vowel Sound **Objective No.** FW3

Objective Given words containing the English long i sound, spelled i, igh, ei, ie, or y, the learner will recognize that the Polish parallel sound is spelled aj.

Teaching/Learning Strategy

Explain to the learners --

The long English i sound is spelled i, and at times igh, ei, ie, and y. In Polish, that sound is pronounced aj. For instance --

a. kite is pronounced kajt, using the Polish alphabet.
b. right " " rajt, " " " "
c. rhyme " " rajm, " " " "
d. tie " " taj, " " " "
e. my " " maj, " " " "

Examples of Polish words using the English long i sound, spelled in Polish aj --

a. raj
b. tajny
c. zając
d. majątek
e. kraj
f. jajko
g. maj
h. zajecie

Examples of English words containing the long i sound spelled i, igh, ei, ie, and y --

a. time
b. bright
c. height
d. pie
e. cry
f. sight
g. like
h. shy

Lead learners to note that different letter combinations can produce the English long i sound, while in Polish that identical sound is pronounced aj and is always spelled aj.

Answers and/or Criteria

The learner will recognize that the English long i sound -- spelled i, igh, ei, ie, or y -- is spelled aj in its Polish parallel sound.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Auditory-Visual Perception; Long o Vowel Sound **Objective No.** FW4

Objective Given words containing the English long o sound, spelled o or oa, the learner will recognize that the Polish parallel sound is spelled oł.

Teaching/Learning Strategy

Explain to the learners --

The English long o sound is spelled o and, at times, oa. In Polish, that sound is pronounced oł. For instance --

a. bone is pronounced bołn, using the Polish alphabet.
b. throne " " throłn, " " " "
c. comb " " kołm, " " " "
d. boat " " bołt, " " " "
e. float " " flołt, " " " "
f. foam " " fołm, " " " "

Examples of Polish words which have the English long o sound --

a. koło
b. kołdra
c. ołówek
d. kocioł
e. połowa
f. kołacz
g. kołnierz
h. ołtarz

Examples of English words containing the long o sound, spelled o, and sometimes oa --

a. hope
b. soap
c. pole
d. toad
e. cold
f. coat
g. cone
h. load

Lead the learners to note that different letter combinations can produce the English long o sound, while in Polish that identical sound is spelled oł.

Answers and/or Criteria

The learner will recognize, with 80 percent accuracy, that the English long o sound, spelled o or oa, is spelled oł in its Polish parallel sound.

Skill Word Attack

Level F

Subskill Phonic Analysis: Auditory-Visual Perception; Long u Vowel Sound

Objective No. EW5

Objective Given words containing the English long u sound, spelled u, ew, ou, or ue, the learner will recognize that the Polish parallel sound is spelled ju.

Teaching/Learning Strategy

Explain to the learners --

The English long u sound is spelled u, and sometimes ew, ou, and ue. In Polish that sound is pronounced ju and is always spelled ju. For instance --

a. you is pronounced ju, using the Polish alphabet.
b. use " " już, " " " "
c. united " " ju naj'ted, " " " "
d. cube " " kjub, " " " "
e. few " " fju, " " " "
f. due " " dju, " " " "

Examples of Polish words which have the English long u sound, spelled in Polish ju --

a. jutro
b. w maju
c. junak
d. Jurek
e. już
f. jubiler

Examples of English words containing the long u sound, spelled u and sometimes ew, ou, and ue --

a. duty
b. pew
c. youth
d. due
e. union

PLEASE NOTE: For pronunciation of variant u and oo sounds, refer to Objectives EW21, EW13, and EW36.

Lead learners to note that different letter combinations produce the English long u sound, while in Polish that identical sound is pronounced ju and is always spelled ju.

Answers and/or Criteria

The learner will recognize, with 80 percent accuracy, that the English long u sound, spelled u, ew, ou, or ue, is spelled ju in its Polish parallel sound.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Auditory-Visual Perception; Long Vowel Sound Identification. **Objective No.** FW6

Objective Given a list of orally-stated long vowel sounds and a set of written words containing those vowel sounds, the learner will match each vowel sound with the proper word.

Teaching/Learning Strategy

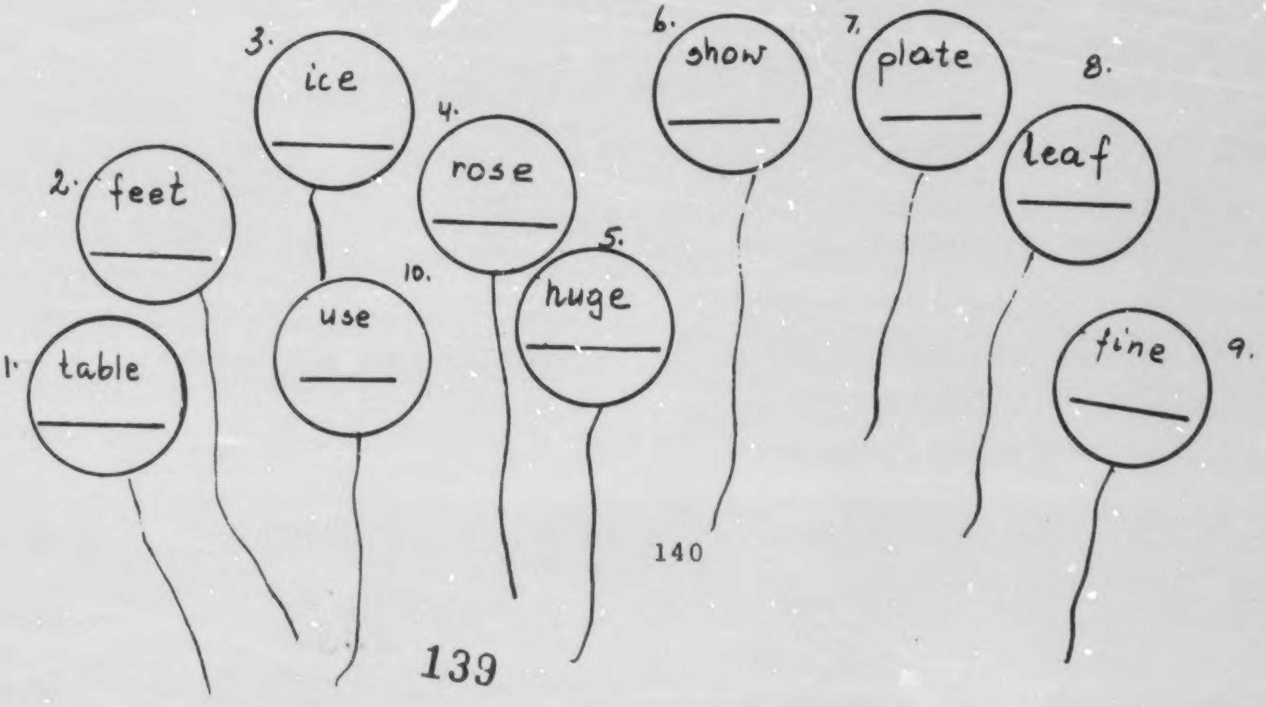
Prepare a worksheet, such as the one below. Provide each learner with five crayons-- red, blue, yellow, purple, and black.

Give the following instructions:

Do każdego balonika należy wpisać polskie słowo, które zawiera dźwięk odpowiadający dźwiękom poszczególnych samogłosek angielskich, w słowach znajdujących się w balonikach. Przeczytajcie uważnie angielskie słowa napisane na każdym baloniku. W zależności od dźwięku pomalujcie je na następujące kolory:

Te, które mają angielski dźwięk ā na czerwono
" " " " " ē na niebiesko
" " " " " ī na fioletowo
" " " " " ō na żółto
" " " " " ū na czarno

Uwaga: Po każdym poleceniu należy zaczekać aby dzieci mogły je wykonać i dopiero wtedy dać następne polecenie.



Answers and/or Criteria

1. a
2. e
3. i
4. o
5. u
6. o
7. a
8. e
9. i
10. u

The learner will match long vowel sounds with the written words containing those sounds, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Phonic Analysis: Auditory-Visual Perception; Long Vowel Sound Identification

Objective No. FW7

Objective Given a set of words having a single long vowel sound, the learner will supply a Polish word which contains that same sound.

Teaching/Learning Strategy

Prepare an exercise similar to the one which follows:

Przeczytajcie każde z podanych poniżej słów angielskich, zwróćcie uwagę na podkreśloną w nich samogłoskę, wpiszcie w odpowiednie miejsce polskie słowo, które zawiera ten sam dźwięk co samogłoska angielska w danym słowie.

1. table
2. pay
3. meat
4. feet
5. dry
6. dime
7. bone
8. soap
9. few
10. duty

Have the learners read each word given and supply a Polish word which contains the same vowel sound underlined in the above list of words.

Answers and/or Criteria

Examples:

1. małej
2. dużej
3. inny
4. piłka
5. daj
6. maj
7. koło
8. smoła
9. jutro
10. już

The learner will supply Polish words, the vowel sounds of which match the vowel sounds of a given set of English words, with 80 percent accuracy.

Skill	Word Attack	**Level**	F
Subskill	Structural Analysis: Visual Perception; Suffix Recognition	**Objective No.**	FW8

Objective Given a word and two suffixes, the learner will select the appropriate suffix to form a new word.

Teaching/Learning Strategy

Prepare a worksheet similar to the following. Instruct the learners to choose the suffix which forms another word when connected to the given word. Have them write the new word in the blank.

1. -o, -y cisza ________ uważa ________ smutny ________ pomoc ________	2. -wy, -ie szczęście ________ deszcz ________ ładny ________ leniwy ________
3. -szy -ny kochać ________ wysoki ________ pisać ________ bliski ________	4. -ki -ty wysoki ________ nisko ________ prosto ________ szybko ________

Have the learners use newly formed words in sentences they make up.

Answers and/or Criteria

1.	2.	3.	4.
cicho	szczęśliwy	kochany	wysoki
uważny	deszczowy	wyższy	niski
smutno	ładnie	pisany	prosty
pomocny	leniwie	bliższy	szybki

The learner will form a new word by selecting an appropriate suffix, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Structural Analysis: Visual Perception; Affix to Root Word Identification

Objective No. FW9

Objective Given a set of definitions and a list of words containing affixes, the learner will match the affixed word with its definition and identify the root word of each.

Teaching/Learning Strategy

Construct a worksheet such as the following. Discuss the affixes so that all the learners are familiar with them. Instruct the learners to place the correct word in the blank next to the definition. Have the learners underline the root words within the affixed words.

1. nie jest szczęśliwy ____________________ opowiadamy
2. bałaganiarz ____________________ nieszczęśliwy
3. spędzić noc ____________________ niższy
4. ładniejszy od wszystkich ____________________ nieporządny
5. w krótkim czasie ____________________ przenocować
6. mniejszy od kogoś ____________________ najpiękniejszy
7. mówić o czymś ____________________ niedługo

Answers and/or Criteria

1. nieszczęśliwy
2. nieporządny
3. przenocować
4. najładniejszy
5. niedługo
6. niższy
7. opowiadamy

The learner will match definitions with given affixed words and identify their root words, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Structural Analysis: Visual Perception; Affix to Root Word Identification

Objective No. FW10

Objective Given a familiar word in which a prefix or suffix has been added to a root word, the learner will identify the root word.

Teaching/Learning Strategy

Review root words. Place on the chalkboard several familiar words which contain prefixes and/or suffixes. Examples: nieszczęśliwy, cieplejszy, najwięcej, and wysiłek.

Ask the learners to say each word and identify 5 root words, then identify the prefixes and suffixes as beginnings or endings which have been added.

Prepare a worksheet such as the following one. Instruct the learners to underline the root word and then write it next to the given word. Tell the learners--

Podkreśl rdzenie podanych niżej wyrazów. Wypisz każdy z nich obok podanego wyrazu.

1. jedynak ____________________
2. wytrzymał ____________________
3. tułaczka ____________________
4. śpiący ____________________
5. najgorzej ____________________
6. niezgodność ____________________
7. zastępowanie ____________________
8. śpiewający ____________________
9. cichutko ____________________
10. wysunąć ____________________
11. umieć ____________________
12. uwaga ____________________

Answers and/or Criteria

1. jed
2. trzyma
3. tuła
4. śpi
5. gor
6. zgod
7. stęp
8. śpiew
9. cich
10. suną
11. mieć
12. wag

The learner will identify the root word in a familiar word which contains a prefix or suffix, with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Visual Perception; Synonym Recognition **Objective No.** FW11

Objective Given pairs of words, the learner will identify those which are synonyms.

Teaching/Learning Strategy

Explain the definition of synonyms to the learners. Give examples, such as stukać - pukać, straszyć - przerażać.

Explain to the learners--
Synonimy są to wyrazy równoważne, lub tyle zbliżone znaczeniowo, że mogą występować zamiennie w pewnych kontekstach. W języku polskim jest stosunkowo mało prawdziwych synonimów. Występują natomiast częściowe, tzw. wyrazy bliskoznaczne.

Dictate or write pairs of words, some of which are synonyms or wyrazy bliskoznaczne. Have the learners identify those pairs which are synonyms.

Prepare a worksheet such as the sample below. Have the learners color the boxes containing synonyms red and boxes not containing synonyms yellow.

1. duży wielki	2. chciwy hojny	3. bordowy czerwony	4. smutny ponury	5. tchórz odważny
6. delikatny łagodny	7, szczęśliwy wesoły	8. mały drobny	9. otwierać zamykać	10. pies kot

Answers and/or Criteria

Red: 1, 3, 4, 6, 7, 8
Yellow: 2, 5, 9, 10

The learner will identify synonyms from given pairs of words, with 100 percent accuracy.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Visual Perception; Synonym Identification **Objective No.** FW12

Objective

Given a word, the learner will write a synonym for it.

Teaching/Learning Strategy

Review the definition of synonyms. Write on the board pairs of words which are synonyms. Show the similarity of their meanings through the use of the dictionary or through the use of the words in sentences.

Provide one word. Ask the learners to supply a synonym for it. Do this activity orally until the learners can easily supply the synonym.

Prepare a worksheet similar to the one below. Have the learners fill in the blanks with synonyms.

1. ogon ________________________
2. okropny ____________________
3. ojczyzna ___________________
4. oczka ______________________
5. tani ________________________
6. but _________________________
7. barwny ______________________
8. kolega ______________________
9. krzywo ______________________
10. równo _______________________

Additional Assignment:
Give the learners the synonyms on the chalkboard out of order. Have the learners choose the correct match.

Answers and/or Criteria

1. kita
2. straszny
3. kraj
4. ślepki
5. niedrogi
6. trzewik
7. kolorowy
8. towarzysz
9. nierówno
10. prosto

The learner will write synonyms for given words, with 100 percent accuracy.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Visual Perception; Synonym and Antonym Recognition **Objective No.** FW13

Objective Given pairs of words, the learner will tell whether the words in a pair have the same, opposite, or different meanings.

Teaching/Learning Strategy

Review synonyms. Instruct the learners that just as there are words which have similarity in meaning (synonyms), there are also those which are exactly the opposite (antonyms) in meaning. Give the following assignment on a worksheet, with these instructions:

Jeżeli dana para słów ma podobne znaczenie napisz - identyczne.
Jeżeli dana para słów ma przeciwne znaczenie napisz - przeciwne.
Jeżeli dana para słów jest zupełnie różne od siebie, napisz różne, w miejscach na to przeznaczonych.

1. prawda - fantazja ________
2. leniwy - pracowity ________
3. wesoły - radosny ________
4. lalka - okno ________
5. ładny - brzydki ________
6. piękny - śliczny ________
7. leniuch - próżniak ________
8. podłoga - lampa ________
9. lepki - kleisty ________
10. kolega - wróg ________
11. wysoki - niski ________
12. śmiały - wstydliwy ________

Answers and/or Criteria

Identyczne- 3, 6, 7, 9
Przeciwne - 1, 2, 5, 10, 11, 12
Różne - 4, 8

The learner will indicate which of given pairs of words have the same, opposite, or different meanings, with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Visual Perception; Antonym Identification **Objective No.** FW14

Objective Given pairs of words, the learner will identify those which are antonyms.

Teaching/Learning Strategy

Review the definition of antonyms. Give a few chalkboard examples, such as tak - nie, daleko - blisko, krzywo - prosto, tu - tam.

Use the following examples and/or prepare your own list. Have the learners color the antonyms blue and the synonyms yellow.

1. stare nowe	2. tłuste grube	3. dzisiaj jutro
4. duży wielki	5. góra dolina	6. biały czarny
7. piękne ładne	8. dzień noc	9. mokre suche
10. szczęśliwy wesoły	11. dolne górne	12. pracowity pilny

Answers and/or Criteria

Antonyms: 1, 3, 5, 6, 8, 9, 11 - blue
Synonyms: 2, 4, 7, 10, 12 - yellow

The learner will identify antonyms among given pairs of words, with 100 percent accuracy.

Skill Word Attack

Level F

Subskill Phonic Analysis: Visual Perception; English Homonym Recognition

Objective No. FW15

Objective

Given an incomplete sentence and a pair of homonyms, the learner will choose the correct words to complete the sentence.

Teaching/Learning Strategy

Copy on the chalkboard the ten sets of homonyms from the activity included here. Drill extensively on the spelling and translation of each homonym. Instruct the learners that the homonym concept is a rarity in Polish. Present these exceptions: bąk - bąk, babka - babka, Bóg - Bug, and lód - lud. Have the learners complete the following activity:

Wybierz właściwy homonim i wpisz go w brakujące miejsce.

1. right - słuszny, zgoda   write - pisać
   a. I will ________________ a letter.
   b. My sister is always ______________.

2. their - ich   there - tam   they're - oni są
   a. Put the cup ________.
   b. ______________ going to school.
   c. This is ___________ school.

3. red - czerwony   read - czytał
   a. My book is ____________.
   b. He _____________ a book.

4. knew - wiedział, znał   new - nowy
   a. He ___________ my teacher.
   b. I have a _____________ book.

5. flour - mąka   flower - kwiat
   a. The rose is a _____________.
   b. Bread is made of ________.

6. weak - słaby   week - tydzień
   a. The sick man is __________.
   b. The kitten is a __________old.

7. cent - cent scent - zapach
a. The skunk has a bad __________.
b. I have one __________.

8. to - do too - także, za two - dwa
a. I have __________ dogs.
b. I have __________ many dogs.
c. Did you go __________ school today?

9. know - wiedzieć no - nie
a. Do you __________ my brother?
b. __________, that is not my sister.

10. pane - szyba pain - ból
a. The window __________ is clean.
b. I feel a __________ in my hand.

Answers and/or Criteria

1a. write
1b. right
2a. there
2b. they're
2c. their
3a. red
3b. read
4a. knew
4b. new
5a. flower
5b. flour
6a. weak
6b. week
7a. scent
7b. cent
8a. two
8b. too
8c. to
9a. know
9b. no
10a. pane
11b. pain

The learner will complete a sentence from a given set of homonyms, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Phonic Analysis: Visual Perception; Unfamiliar Word Recognition through Context

Objective No. FW16

Objective Given an incomplete sentence, the learner will use its context to determine the omitted word.

Teaching/Learning Strategy

Place examples on the chalkboard, asking the learners to read each sentence. Have the learners determine its meaning through the words used and then fill in the missing word.

Example: Tatuś usiadł za ________ samochodu.
Tatuś __________ samochód.

Wstawcie w brakujące miejsca odpowiednie wyrazy. Dobór wyrazów będzie zależał od treści zdania.

1. Mama gotuje __________.
2. Janek wziął saneczki, będzie __________ z górki.
3. Janek i Marysia wzięli książki i idą do __________.
4. Kasia wącha __________ w ogrodzie.
5. Dzieci __________ w basenie.
6. Wybiła północ na ratuszowym __________.

Answers and/or Criteria

1. obiad, kolacje, itd.
2. zjeżdżał
3. szkoły, biblioteki
4. kwiatki
5. kąpią się, pływają
6. zegarze

The learner will use context to supply an omitted word in a given sentence, with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Phonic Analysis: Visual Perception; Unfamiliar Word Recognition through Context. **Objective No.** FW17

Objective Given a sentence containing an unfamiliar underlined word, the learner will identify the meaning of the word as used in the sentence.

Teaching/Learning Strategy

Tell the learners that context clues are often used by readers to deduce meaning, at times almost unconsciously. Have the learners analyze sentences which give clues to an unfamiliar word through--

1. direct explanation
2. inference
3. mood or tone
4. comparison or contrast

Place the following sentences, and/or others of your choice, on the chalkboard. Explain that the unfamiliar word in each sentence has some kind of clue which helps tell us what the word means. Instruct the learners--

Przeczytajcie te zdania. Spróbujcie wytłumaczyć znaczenie podkreślonych w nich słów z treści poszczególnych zdań.

1. W Marina Towers, które znajdują się w śródmieściu Chicago, mieszka dużo ludzi.
2. Mieszkańcy Marina Towers mają tam baseny, sale gimnastyczne, nie mówiąc już o pięknych, luksusowych mieszkaniach.
3. Przyjemnie jest mieszkać w Marina Towers.
4. Marina Towers to coś podobnego do osiedli mieszkaniowych w Polsce.

Answers and/or Criteria

The learner will define given words by means of context clues, with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Structural Analysis: Auditory-Visual Perception; Final Word Pattern Recognition **Objective No.** FW18

Objective Given a set of words containing the word pattern all, the learner will pronounce and spell each word.

Teaching/Learning Strategy

Provide a set of words, such as the following, for the learners to spell and pronounce. Bring to their attention that the English all sound is equivalent to the Polish sound ol. Explain that the list in parentheses is a transliteration--the English word is spelled using the Polish alphabet. Drill extensively only on the English spelling and pronunciation, not the transliteration.

1. all (ol)
2. ball (bol)
3. call (kol)
4. fall (fol)
5. hall (hol)
6. tall (tol)
7. wall (łol)
8. small (smol)
9. stall (stol)

Answers and(or Criteria

The learner will pronounce and spell given words which contain the word pattern all, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Structural Analysis: Auditory-Visual Perception; Final Word Pattern Recognition

Objective No. FW19

Objective Given a set of words containing the word pattern ell, the learner will spell and pronounce each word.

Teaching/Learning Strategy

Instruct the learner that the pronunciation of the final English ell word pattern is similar to the Polish el sound. Use oral spell-downs, pronounce-a-downs, and written drills to ensure correct spelling and pronunciation.

Explain that the list in parentheses is a transliteration--the English word is spelled using the Polish alphabet. Drill and test only on the English spelling and English pronunciation, not the transliteration. Begin with the following list:

1. bell (bel)
2. cell (sel)
3. sell (sel)
4. fell (fel)
5. tell (tel)
6. well (łel)
7. shell (śel)
8. smell (smel)
9. spell (spel)

Note: Conduct the pronounce-a-down like a spell-down. Spell the word for the learner, who will pronounce it correctly or be passed over for the next learner in line.

Answers and/or Criteria

The learner will pronounce and spell given words which contain the word pattern ell, with 80 percent accuracy.

Skill	Word Attack	**Level**	F
Subskill	Structural Analysis: Auditory-Visual Perception; Final Word Pattern Recognition	**Objective No.**	FW20
Objective	Given a set of words containing the word pattern ill, the learner will spell and pronounce each word.		

Teaching/Learning Strategy

Instruct the learners that the pronunciation of the final English ill word pattern is similar to the Polish yl sound. Use oral spell-downs, pronounce-a-downs, and written drills to ensure correct spelling and pronunciation.

Drill and test only on the English spelling and English pronunciation, not the transliteration. Begin with the following list:

1. ill (yl)
2. dill (dyl)
3. fill (fyl)
4. hill (hyl)
5. mill (myl)
6. pill (pyl)
7. will (łyl)
8. still (styl)
9. drill (dryl)

Answers and/or Criteria

The learner will pronounce and spell given words which contain the word pattern ill, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Structural Analysis: Auditory-Visual Perception; Final Word Pattern Recognition.

Objective No. FW21

Objective Given a set of words containing the word pattern old, the learner will pronounce each word.

Teaching/Learning Strategy

Instruct the learners that the pronunciation of the final English old word pattern is similar to the Polish letter combination ołld. Use oral spell-downs, pronounce-a-downs, and written drills to ensure correct spelling and pronunciation. Drill in sing-song fashion for variety.

Drill and test only on the English spelling and English pronunciation, not the transliteration. Begin with the following words:

1. old - (ołld)
2. bold - (bołld)
3. cold - (kołld)
4. fold - (fołld)
5. gold - (gołld)
6. hold - (hołld)
7. mold - (mołld)
8. sold - (sołld)
9. told - (tołld)
10. behold - (bi'hołld)

Answers and/or Criteria

The learner will pronounce given words which contain the word pattern old, with 80 percent accuracy.

Skill Word Attack

Level F

Subskill Structural Analysis: Auditory-Visual Perception; Final Word Pattern Recognition

Objective No. FW22

Objective Given a set of words containing the word pattern ild, the learner will pronounce each word.

Teaching/Learning Strategy

Instruct the learners that the pronunciation of the final English ild sound is identical to the sound of the Polish letter combination ajld.
Follow the procedure in the preceding objectives: Repeat oral, choral, and written drills to gain mastery of the pronunciation and spelling of the English words. Begin with the following words:

mild - (majld) - łagodny, -a, -e

wild - (łajld) - dziki, -a, -ie

child - (ćajld) - dziecko

Answers and/or Criteria

The learner will pronounce given words which contain the word pattern ild, with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Structural Analysis: Auditory-Visual Perception; Final Word Pattern Recognition **Objective No.** FW23

Objective Given a set of words containing variant final patterns, the learner will categorize the words into groups with like endings.

Teaching/Learning Strategy

Construct an exercise such as the following. Have the learners place the words with like endings in groups under the correct heading. Have the learners categorize additional words from objectives FW1, 3, 18, 19, 20, and 22.

1. bold find child	mild rind gold	sold wild blind	-old ______ ______ ______	-ild ______ ______ ______	-ind ______ ______ ______
2. call bill well	bell still mall	will ball sell	-all ______ ______ ______	-ill ______ ______ ______	-ell ______ ______ ______
3. bright nigh night	tent sigh bent	sent might thigh	-igh ______ ______ ______	-ight ______ ______ ______	-nt ______ ______ ______

Answers and/or Criteria

The learner will categorize given words into groups with like endings, with 80 percent accuracy.

Skill Word Attack **Level** F

Subskill Word Recognition: Auditory-Visual Perception; E and F Sight Word Development **Objective No.** FW24

Objective

Given the Level E and F words adapted from the Literature Resource Materials, the learner will recognize words after two seconds of exposure.

Teaching/Learning Strategy

Prepare flashcards of Polish words from the Literature Resource Materials (Years 2 and 3, Levels E through H). Show them to the learners one at a time, limiting exposure to two seconds. Isolate flash cards the learners have problems with. Have the learners make a list of these problem words and study them. Instruct the learners to use the word orally and in written drills. Repeat the process after a few days. Use additional activities when necessary. Use a tachistoscope if one is available.

Answers and/or Criteria

The learner will recognize Level E and F words adapted from the Literature Resource Materials, after two seconds of exposure.

LEVEL F

COMPREHENSION

Skill Comprehension **Level** F

Subskill Literal Comprehension: Main Idea **Objective No.** FC1

Objective Given three sentences related to a familiar story, the learner will underline the sentence that tells the most about the story.

Teaching/Learning Strategy

Prepare a worksheet containing the paragraphs "Hodowla kur", and "Do czego potrzebne gniazdo?" W szkole i w domu, str. 270.

Prepare the following sentences beneath each paragraph, instructing the learners to choose and underline the statement which best describes the corresponding paragraph.

"Hodowla kur"

1. Kury mają różne nazwy.
2. W Polsce hoduje się kury różnych ras.
3. Kura karmazyn ma wiśniowe pióra.

"Do czego potrzebne gniazdo?"

1. Gniazda są potrzebne ptakom do wychowania ptasich dzieci.
2. Jaskółka lepi gniazdo z błota.
3. Bocian buduje gniazdo z gałęzi.

Answers and/or Criteria

"Hodowla kur" - answer 2
"Do czego potrzebne gniazdo?" - answer 1

The learner will select, from three given sentences, the sentence that tells the most about a story, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Main Idea **Objective No.** FC2

Objective Given a paragraph to read, the learner will compose a statement that gives the main idea.

Teaching/Learning Strategy

Prepare the paragraph "Nie policzycie...," W szkole i w domu, str. 309, and direct the learner to read it. Ask the learners to compose a statement which gives the main idea of the story.

Include "Komary," the same source and page, on this worksheet for additional practice.

Answers and/or Criteria

The learner will compose a statement that presents the main idea of a story, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Details **Objective No.** FC3

Objective Given a set of questions and a set of related possible answers, the learner will select the appropriate answers.

Teaching/Learning Strategy

Prepare the following instructions, questions, and answers and/or others of your choice. Have the learners select the appropriate answers.

1. Strażakowi jest potrzebny:	wąż - ogień - pies
2. Co jest potrzebne jak pada deszcz?	laska - parasol - kot
3. Co jest potrzebne gdy jest zimno?	kwiat - palto - bikini
4. Do czytania potrzebna jest:	książka - miód - ptak
5. Do pisania potrzebny jest:	pas - ołówek - łopata
6. W szkole potrzebny jest:	lew - nauczyciel - pies
7. W ogrodzie potrzebny jest:	ogrodnik - mysz - kowal
8. W teatrze potrzebne są:	huśtawki - siedzenia - kanapy
9. Na stole potrzebne są:	grzebienie - widelce - łopatki
10. W kuchni potrzebny jest:	piec - tramwaj - łóżko

Answers and/or Criteria

1. wąż 2. parasol 3. palto 4. książka 5. ołówek
6. nauczyciel 7. ogrodnik 8. siedzenia 9. widelce
10. piec

The learner will select the appropriate answer from a set of related possible answers, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Main Idea **Objective No.** FC4

Objective Given a paragraph, the learner will write in his/her own words a sentence that states the main idea.

Teaching/Learning Strategy

Present the following paragraph: "Domy ze śniegu," W szkole i w domu, str. 138.

Można kule lepić ze śniegu, można bałwana ulepić ze śniegu i śniegowe zwierzątka. A można także zbudować dom, prawdziwy dom z dużych śnieżnych bloków. Takie domy robią Eskimosi, mieszkańcy północnych krajów. Taki eskimoski dom nazywa się igloo.

Have the learners read the paragraph and write the main idea in their own words.

Answers and/or Criteria

Answers: Eskimosi robią domy z dużych, śnieżnych bloków.

The learner will write in his/her own words the main idea of a given paragraph, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Summarization **Objective No.** FC5

Objective Given a story to read, the learner will write four sentences that summarize the story.

Teaching/Learning Strategy

Direct the learners to read "Technik klasowy," W szkole i w domu, str. 145.

Have the learners summarize the story in four sentences.

Tytuł opowiadania

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Answers and/or Criteria

The learner will summarize a given story in four sentences. Teacher judgment will determine acceptable performance.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Main Idea **Objective No.** FC6

Objective

Given a sentence that states the main idea of a familiar story and several sentences that state subordinate ideas, the learner will choose the sentence that states the main idea.

Teaching/Learning Strategy

Have the learners read the story "Jesteśmy Polakami," Czytanka na kl. II, Londyn, str. 106-108.
Prepare the following sentences. Have the learners choose the sentence that states the main idea.

1. Romek oglądał fotografie w starym albumie.
2. Andrzej był młodszym bratem tatusia.
3. Nasza wspólna mowa i obyczaje świadczą, że jesteśmy Polakami.
4. Andrzej uczył się, był wesoły i wszyscy go lubili.
5. Andrzej miał piętnaście lat gdy walczył z wrogiem i zginął w obronie Warszawy.
6. Romek mówił, że chciałby być podobny do Andrzeja.
7. Najbardziej podobała się Romkowi fotografia harcerza Andrzeja.

Answers and/or Criteria

Answer: 5

The learner will select, from several given sentences, one that states the main idea of a given story, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Main Idea **Objective No.** FC7

Objective Given a paragraph to read, the learner will identify the main idea and state whether all the sentences contribute to the main idea.

Teaching/Learning Strategy

Select a paragraph from the reader or content area text, or use the following from W szkole i w domu, str. 265. Direct the learners to read the paragraph silently and identify the main idea. Have the learners state whether all the sentences in the paragraph contribute to the main idea.

Wypracowanie Ani

Otwieram drzwi windy. Wchodzę do środka. Drzwi zamykam starannie i mocno. Potem naciskam guziczek oznaczony czwórką. Jadę do góry. Zatrzymuję się na czwartym piętrze. Otwieram drzwi. Wychodzę na klatkę schodową. Zamykam starannie drzwi windy. Jeżdżę windą sama, bo mam już dwanaście lat.

Answers and/or Criteria

The learner will identify the main idea of a given paragraph and state whether all the sentences contribute to the main idea, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Directions **Objective No.** FC8

Objective

Given six directive sentences, the learner will perform the action indicated by each sentence.

Teaching/Learning Strategy

Present six directive sentences, such as the following ones. Have the learners perform the indicated actions.

1. Policz ile jest okien w klasie.
2. Narysuj rybkę.
3. Narysuj trójkąt.
4. Umieść X w trójkącie.
5. Policz ile jest ławek w klasie.
6. Narysuj zająca.

Answers and/or Criteria

The learner will perform the actions indicated in given directive sentences, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Directions **Objective No.** FC9

Objective Given a set of written directions, the learner will perform the tasks in the order specified by each sentence.

Teaching/Learning Strategy

Prepare a worksheet with the poem "Jak ołówek narysował," Czytanka na klasę II, str. 27, or else write it on the chalkboard. Omit the last line, "jaki śliczny siedzi kot," and the drawings. Have the learners draw the circles the same size and/or place them side by side, as in "Dwa koleczka w jednym rzędzie." Have the learners make corrections themselves, as they read on. Give them the last line to the poem when they have completed the drawings.
Use the suggestions in the English Reading Guide II, objective FC9, for alternative activities.

Answers and/or Criteria

The learner will follow written directions in sequential order, with 80 percent accuracy.

Skill Comprehension

Level F

Subskill Interpretive Comprehension: Mood

Objective No. FC10

Objective

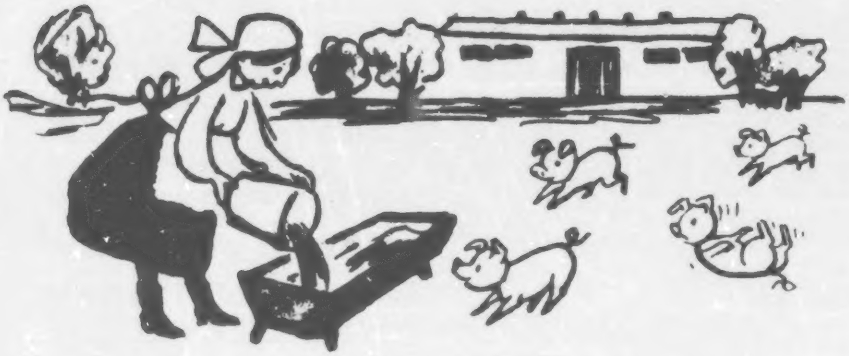
Given an illustration and several sentences, the learner will select those sentences which depict the mood of the illustration.

Teaching/Learning Strategy

Prepare and present an illustration and several related sentences. Have the learners select the sentences which depict the mood of the illustration.

Podkreśl zdania, które opisują ilustrację.

1. Ciocia Cesia karmi prosiaki.
2. Dzieci bardzo są smutne.
3. Jest cztery prosiaki.
4. W dali widać stodołę.
5. Prosiaczki bardzo są zadowolone.



Answers and/or Criteria

Answers: 1, 3, 4, 5

The learner will select, from several given sentences, those which depict the mood of a given illustration, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Interpretive Comprehension: Mood **Objective No.** FC11

Objective Given a poem orally, the learner will describe the setting and mood of the poem.

Teaching/Learning Strategy

Read aloud a poem such as "List do jaskółki," W szkole i w domu, str. 249, or one selected from the basal reader. Have the learners use their imagination to describe the setting and mood of the poem.

Answers and/or Criteria

The learner will describe the setting and mood of a given poem, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Inference **Objective No.** FC12

Objective Given a selection, the learner will underline the phrases that are examples of connotations.

Teaching/Learning Strategy

Introduce the term connotation - konotacja. Give several examples of connotative meaning, such as those below. Discuss these words or phrases with the learners. Lead the learners to discover that connotations are meanings implied in or added to the dictionary definition.

1. przeleciał przez ulicę
2. "ty też" - odszczeknął zły mężczyzna
3. łowił dźwięki
4. bujała w obłokach

Direct the learners to silently read a selection such as the one below. Have the learners underline examples of connotations and justify the answers.

> Janek chciał wcześnie wrócić ze szkoły. Przeleciał więc drogę szybciej niż zawsze. Połknął śniadanie, które przygotowała mama. Matka ostrzegała: "nie jedz tak prędko, to niezdrowo". Janek wypadł z domu i pofrunął na boisko, gdzie chłopcy grali już w piłkę. Dziś miał się odbyć ważny mecz.

Answers and/or Criteria

The learner will underline connotative phrases in a given selection, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Inferences **Objective No.** FC13

Objective Given a list of expressions that have a connotative meaning, the learner will state the meaning in his/her own words.

Teaching/Learning Strategy

Review connotative meaning. Present connotative expressions such as the following ones. Ask the learners for their own examples. Have the learners state the meaning in their own words.

1. lisia natura
2. pleciuga
3. plotkara
4. mazgaj
5. lepkie palce
6. długi język
7. idzie jak niedźwiedź
8. ma pamięć słonia
9. poleciał jak strzała
10. śmignął przed nami

Answers and/or Criteria

The learner will state the connotative meanings in a given list of expressions, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Phrase Meaning **Objective No.** FC14

Objective Given a list of expressions, the learner will state the meaning of each.

Teaching/Learning Strategy

Write the following expressions and/or others of your choice, on the chalkboard. Have the learners state the meaning for each expression.

1. zaczerwienił się jak burak
2. śpiewa jak ptaszek
3. dzielny jak lew
4. lekkie jak piórko
5. twarde jak kamień
6. czarne jak węgiel
7. biały jak śnieg

Ask the learners to make up their own expressions and present them to the class.

Answers and/or Criteria

1. Ponieważ burak zawsze jest czerwony.
2. Ptaszki ładnie i cieńko śpiewają.
3. Lwy są symbolem dzielności.
4. Piórko jest bardzo lekkie.
5. Kamienie są bardzo twarde.
6. Węgiel jest zawsze koloru czarnego.
7. Śnieg jest biały.

The learner will state the meanings of given expressions, with 100 percent accuracy.

Skill Comprehension **Level** 1

Subskill Interpretive Comprehension: Sensory Images **Objective No.** FC15

Objective Given a list of incomplete figurative expressions, the learner will complete the expressions and tell what each one means.

Teaching/Learning Strategy

Write the following incomplete expressions on the chalkboard. Have the learner complete the expressions and tell what each means.

1. zaczerwienił się jak ______________
2. najeżony jak ______________
3. jasne jak ______________
4. głupi jak ______________
5. ma pamięć jak ______________
6. ciekawy jak ______________
7. chłop jak ______________

Answers and/or Criteria

1. burak, albo rak. 2. jeż 3. słońce 4. but 5. słoń
6. sroka 7. dąb

The learner will complete given figurative expressions and tell what each one means, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Judgment **Objective No.** FC16

Objective Given a general classification, the learner will choose from a list words which fit the category.

Teaching/Learning Strategy

Place the following words on the chalkboard. Have the learners fold a small sheet of paper in half, making two rows. Direct the learners to title one row "Eskimosi" and the other "Murzyni." Instruct the learners to place the following words in the correct category. Require an English translation of the list.

1. palmy
2. renifer
3. igloo
4. lew
5. lód
6. piasek
7. śnieg
8. papuga
9. gorąco
10. zimno
11. pies
12. sanki
13. małpka
14. łyżwy
15. chata
16. słoń

Use the English Reading Guide II, pg. 169, Objective FC16, as an alternative activity.

Answers and/or Criteria

Eskimosi - 2, 3, 5, 7, 10, 11, 12, 14
Murzyni - 1, 4, 6, 8, 9, 13, 15, 16

The learner will choose from a list those words which match a given category, with 80 percent accuracy.

Skill Comprehension

Level F

Subskill Interpretive Comprehension:
Personal Experiences

Objective No. FC17

Objective

Given a selection centered around a specific theme, the learner will tell about a similar incident related to his/her own experience.

Teaching/Learning Strategy

Read a selection such as "Dobry uczynek," W szkole i w domu, pg. 98. Have the learners tell about a similar incident related to their own experiences.

Answers and/or Criteria

The learner will, after hearing a selection centered around a specific theme, tell about a similar incident related to his/her own experiences. Teacher judgment will determine acceptable performance.

Skill Comprehension

Level F

Subskill Interpretive Comprehension: Personal Experience

Objective No. FC18

Objective Given several make-believe stories, the learner will illustrate each story according to his/her interpretation and give an oral explanation of his/her illustration.

Teaching/Learning Strategy

Present the following or selected make-believe stories. Direct the learners to illustrate each story according to their interpretation and give an oral explanation of the illustration.

1. "Lech , Czech i Rus"
2. "Basn o smoku"
3. "Lech i orzel bialy"
4. "W komorze u Rzepichy"
5. "Wiano swietej Kingi"
6. "Hejnal kralowski"

Answers and/or Criteria

The learner will illustrate several given stories according to his/her own interpretation and give an oral explanation of his/her illustration. Teacher judgment will determine acceptable performance.

Skill Comprehension **Level** F

Subskill Literal Comprehension: Phrase Meaning **Objective No.** FC19

Objective Given a list of phrases, the learner will match them with the names of characters from selected stories.

Teaching/Learning Strategy

Present a list of phrases and a list of characters from selected stories, and/or use the examples below, which are based on the six legends in the preceding objective, FC 18.

Bohaterowie	Zdania
Lech	1. Dała dar w postaci soli.
Krakus	2. Zginął na posterunku.
Biała orlica	3. Walczyła o swe pisklęta
Rzepicna	4. Zabił smoka.
Sw. Kinga	5. Założył miasto Gniezno.
Trębacz	6. Gościnna żona Piasta.

Answers and/or Criteria

The learners will match phrases from a given set with the names of characters from given stories, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Interpretive Comprehension: Emotion **Objective No.** FC20

Objective Given a short story, the learner will identify the main character's feelings and the specific emotions portrayed.

Teaching/Learning Strategy

Read "Coś ty zrobił!" W szkole i w domu, str. 194, to the learners. Instruct the learners to identify the main character's feelings and the specific emotions portrayed. Have the learners determine the reactions of the other characters in the story.

Answers and/or Criteria

Felek jest zawstydzony i bardzo mu głupio. Jego koledzy są bardzo zdziwieni, niektórzy przestraszeni, a jeszcze inni zaniepokojeni i obrażeni. Wszyscy są bardzo pomocni.

Given a short story, the learner will identify the main character's feelings and the specific emotions portrayed.

Skill Comprehension **Level** F

Subskill Interpretive Comprehension: Emotion and Motive **Objective No.** FC21

Objective Given a story to read, the learner will present a puppet show depicting the actions of the characters.

Teaching/Learning Strategy

Direct the learners to make sock puppets and present a puppet show based on "W komorze u Rzepichy," Czytanka dla klasy II, str. 64-67. Assign the roles of Rzepicha, Piast, Ziemowit, and the two wanderers to the learners. Include the pitcher of honey, the broken-eared pitcher, the bowl, and several plates as characters, since they have speaking roles. Organize two separate groups for each character, thus including the entire class in the project.

Answers and/or Criteria

The learners will present a puppet show depicting the characters of a given story, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Outcome **Objective No.** FC22

Objective Given the first few lines of a paragraph, the learner will supply his own ending.

Teaching/Learning Strategy

Give the learner the first few lines of a paragraph such as the following ones. Have the learners supply their own endings.

Pewnego wieczora zadzwonił dzwonek w mieszkaniu małego Edzia. Edziu podszedł do drzwi, otworzył je, ale nie było tam nikogo. Spojrzał w dół, a na progu stał koszyk przykryty małym kocykiem.

Answers and/or Criteria

The learner, given the first few lines of a paragraph, will complete it. The teacher will determine the acceptability of varying responses.

Skill Comprehension **Level** F

Subskill Critical Reading: Outcome **Objective No.** FC23

Objective Given an unfinished poem, the learner will complete it by giving it an ending.

Teaching/Learning Strategy

Write a poem on the chalkboard or worksheet, omitting the last line. Ask the learners to complete it by adding an ending.

Suggestions: "Gaik-maik," Ewy Szelburg Zarembiny, or "Wierzba," Marii Konopnickiej, both from W szkole i w domu, str. 92 i 93. Use any of the five verses of Konopnicka's "Jak szła Wisła do morza," Czytanka na klasę II, str. 110-113.

Answers and/or Criteria

The learner will provide an original ending to a given poem. Teacher judgment will determine acceptable performance.

Skill Comprehension **Level** F

Subskill Critical Reading: Outcomes **Objective No.** FC24

Objective Given an unfinished story, the learner will state a logical outcome.

Teaching/Learning Strategy

Present an unfinished story, such as the following one. Ask the learners to provide logical outcomes.

Władek i Edek przyjechali z mamą, aby zwiedzić planetarium Adlera w Chicago. Spędzili tam całe przedpołudnie. Później poszli na przechadzkę koło pomnika Mikołaja Kopernika. Jedząc lody czekoladowe Edek powalał sobie koszulę. Mama wzięła chłopca aby go umyć i wyczyścić koszulę. Władek został sam. Spacerował naokoło pomnika, oglądnął drugi pomnik, Tadeusza Kościuszki, a mamy i Edka jak nie ma, tak nie ma. Zniecierpliwił się Władek i postanowił pójść nad jezioro.

Answers and/or Criteria

The learner will state a logical outcome for a given unfinished story. Teacher judgment will determine the logic of outcomes provided.

Skill Comprehension

Level F

Subskill Interpretive Comprehension: Personal Experience

Objective No. FC25

Objective Given stories related to his/her own experiences, the learner will make an oral comparison.

Teaching/Learning Strategy

Read to the learners, or have them read, "Chudy zeszyt," *W szkole i w domu*, str. 182-184, or a similar story. Encourage the learners to make oral comparisons between this story and their own personal experiences.

Tell the learners--

Każdy z was zna wypadki marnotrawstwa. Często wyrzuca się w domu jedzenie, które można było zjeść, lub ubranie, zupełnie jeszcze dobre do noszenia. Opowiedzcie mi o takich wypadkach w waszych domach.

Answers and/or Criteria

The learner will make oral comparisons between selected stories and his/her own personal experiences. Teacher judgment will determine acceptable performance.

Skill Comprehension

Level F

Subskill Critical Reading:
Comparison and Contrast

Objective No. FC26

Objective Given two stories, the learner will write one sentence which describes the difference between the stories.

Teaching/Learning Strategy

Present two comparable stories. Have the learners write one sentence describing the difference between the stories.

Use the following examples: "Tatusiowie w mundurach" and "Tajemnicza mama," W szkole i w domu, str. 120 i 304.

Optional Related Assignments
Have the learners write one sentence which describes the difference between two poems, another to describe the difference between two pictures.

Examples: "Liście" and "Kołysanka zimowa," same text, str. 49 i 116. Use the pictures on str. 220, same text.

Answers and/or Criteria

The learner will recognize and describe the difference between two given stories, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Judgment **Objective No.** FC27

Objective

Given two lists of words, the learner will match a word in one column with its related word in the other column.

Teaching/Learning Strategy

Present two lists of words, such as the following ones. Have the learners draw a line from a word in the second column to the related word in the first column.

elektryka - czarny
noga - lampa
ogród - trzewik
papier - rękawiczka
kolor - ołówek
ręka - kwiat

Additional examples

kawiarnia - ciastka
piekarnia - lekarz
kuchnia - kawa
sypialnia - jabłko
owocarnia - łóżko
szpital - piec

biblioteka - strażak
teatr - list
szkoła - aktor
listonosz - książka
wesele - nauczyciel
ogień - panna młoda

Answers and/or Criteria

The learner will match related words from two given lists of words, with 80 percent accuracy.

Skill	Comprehension	**Level**	F
Subskill	Critical Reading: Judgment	**Objective No.**	FC28

Objective Given a set of trade books, the learner will choose a book with a theme similar to that of a story just read.

Teaching/Learning Strategy

Prepare a bibliography for the basal reader in use. Use the following suggested list, and supplement it with books available to you:

Brzechwa, Jan. Trzy wesołe krasnoludki. Warszawa: Czytelnik, 1959.

Chotomska, Wanda. Tere-fere. Warszawa: Nasza Księgarnia, 1959.

Gorzechowska, Jadwiga. Polski roczek. Warszawa: Ruch, 1958.

Kamieńska, Anna. Słoneczny lizak. Warszawa: Czytelnik, 1963.

Piotrowski, Mieczysław. Szare uszko. Warszawa: Czytelnik, 1963.

Have the learners choose a book whose theme is similar to that of a story just read.

Answers and/or Criteria

The learner will choose a book with a theme similar to that of a story just read, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Judgment **Objective No.** FC29

Objective Given stories on a related theme, the learner will choose a library book on the same theme for independent reading.

Teaching/Learning Strategy

Direct the learners to read several stories on a related theme. Suggest themes and related stories and poems from the basal reader W szkole i w domu, such as--

ZWIERZĘTA: "Wiadomości z gór," str. 203
"Jeż i jerzyk," str. 214
"Skowronkowa piosenka," str. 218
"Nasze zoo," str. 224
"Sprytna kózka," str. 226

SZKOŁA: "Wszyscy, wszyscy! str. 162
"Nowe meble w naszej klasie," str. 181
"Kino w szkole," str. 192
"Kto to zrobił? str. 238

RODZICE: "Pachnąca niespodzianka," str. 195
"Dzień Matek," str. 296
"Synowie," str. 297
"Tajemnicza Mama," str. 304

Have the learners choose a library book on their chosen theme, for independent reading.

Answers and/or Criteria

The learner will choose a library book with a given theme, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Judgment **Objective No.** FC30

Objective Given a set of questions which elicit judgments, the learner will respond by circling the correct yes or no answers.

Teaching/Learning Strategy

Present the following questions on a worksheet. Have the learner respond by correctly marking each question yes or no.

Przeczytajcie pytania i odpowiedzcie na nie tak, albo nie.

_______ 1. Czy orzeł polski, godło państwa jest biały?
_______ 2. Czy polski orzeł ma na głowie koronę?
_______ 3. Czy orzeł amerykański ma koronę?
_______ 4. Czy flaga polska jest w kolorach: białym, czerwonym i niebieskim?
_______ 5. Czy flaga amerykańska jest biało-czerwona?
_______ 6. Flaga amerykańska jest biało-czerwono- niebieska.
_______ 7. Polska flaga jest biało-czerwona.
_______ 8. Deszcz jest potrzebny dla roślin i ludzi.
_______ 9. Czy trudno chodzić po oblodzonej ulicy?
_______ 10. Czy chmury zawsze zwiastują deszcz?
_______ 11. Czy wszyscy ludzie jedzą kolację o godz. 6 wieczorem?
_______ 12. Czy lody są zimne?
_______ 13. Czy wszystkie krzesła zrobione są z drzewa?
_______ 14. Czy wszystkie domy są zbudowane z cegły?
_______ 15. Czy mleko jest zdrowe?

Answers and/or Criteria

The learner will respond to a set of questions which elicit judgments by marking each question yes or no, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Judgment **Objective No.** FC31

Objective Given a paragraph and several questions which ask why, the learner will give a logical answer to each question and justify his response.

Teaching/Learning Strategy

Present the following paragraph, or one of your choice, on a worksheet. Direct the learner to read the paragraph, answer the questions, and be prepared to give a logical justification for the answer. Have the learners answer orally.

Przeczytaj to krótkie opowiadanie i odpowiedz na pytania.

Konradek bardzo chciał mieć małego kotka. Myślał już o tym jak przyjemnie będzie mieć mały, mięciutki i ciepły kłębuszek, który będzie się bawił z nim i towarzyszył mu. Mama pozwoliła mu mieć kotka, pod warunkiem, że będzie się nim opiekował. Konradek obiecał mamie, że zajmie się swym towarzyszem. Pewnego dnia, tatuś przyniósł do domu ślicznego, czarnego kotka, którego nazwano Mińcią. Konradek karmił Mińcię, czyścił jej paczkę z piaskiem i dbał o toaletę kotki, szczotkując ją codziennie. Konradek bardzo kochał swoją Mińcię.

1. Dlaczego Konradek chciał mieć kotka?
2. Co obiecał robić Konradek?
3. Dlaczego Konradek karmił Mińcie regularnie?
4. Po co Mińci paczka z piaskiem?
5. Kto przyniósł Mińcię do domu?
6. Jakiego koloru było Mińci futerko?
7. Czy Konradek spełniał swe obowiązki tak jak obiecał?

Answers and/or Criteria

The learner will respond to a given paragraph by answering several why questions, giving a logical answer to each question and justifying the answers, with 100 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Fact and Fantasy **Objective No.** FC32

Objective Given sentences related to a familiar story, the learner will underline those which are true according to the story.

Teaching/Learning Strategy

Have the learners read a selection from W szkole i w domu. Prepare sentences taken from that story, interspersed with sentences not in the story. Instruct the learners to underline the statements taken from the story.

Use the following example: "Poleczka w kropki," str. 200.

1. Ela ma czerwony płaszczyk, na płaszczyku siedem czarnych kropek.
2. Ela umie tańczyć.
3. Ela nie umie tańczyć.
4. Kominiarczyk tańczył z różowym motylem.
5. Biedronka ma zielone kropki.
6. Biedronka ma czarne kropki.
7. Muchomor nie chce tańczyć.
8. Muchomor ma niebieskie kropki.
9. Muchomor ma białe kropki.
10. Muchomor tańczy z biedronką.

Answers and/or Criteria

Statements to be underlined: 1, 3, 4, 6, 9, 10

The learner will underline, from a given set of sentences, those which are true according to a familiar story, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Fact and Opinion **Objective No.** FC33

Objective Given a poem, the learner will identify the parts of a poem which are factual and the parts which are opinion.

Teaching/Learning Strategy

Prepare "Co robiła Irenka?" W szkole i w domu, str. 175, on a worksheet. Have the learners identify the lines which are opinion.

Answers and/or Criteria

The learner will identify the parts of a poem which are factual and the parts which are opinion, with 80 percent accuracy.

Skill Comprehension **Level** F

Subskill Critical Reading: Fact and Fantasy **Objective No.** FC34

Objective Given a selection, the learner will state four ideas which are likely to be true and four which are not likely to be true.

Teaching/Learning Strategy

Choose a selection from which the learners are to state four ideas which are likely to be true, according to the legends they represent, and four which are not likely to be true.

Przeczytaj podane zdania. Zastanów się nad stwierdzeniami i zaznacz czy są one prawdziwe czy nieprawdziwe.

________ 1. Jest kilka sposobów przenoszenia się z miejsca na miejsce.
________ 2. Smok wawelski miał skrzydła, ale na szczęście nie umiał latać.
________ 3. Smok wawelski był miły i uprzejmy. Jeździł na kółkach.
________ 4. Biały orzeł to dumny ptak.
________ 5. Królewna Wanda wskoczyła do Wisły, bo nie chciała Niemca.
________ 6. Myszy króla Popiela miały wielbłądzie nogi.
________ 7. Syrena ma długie nogi.
________ 8. Bolesław Chrobry był pierwszym koronowanym królem Polski.

Answers and/or Criteria

True: 1, 2, 4, 5, and 8
False: 3, 6, and 7

The learner will differentiate between ideas which are likely to be true and those which are likely to be false, with 80 percent accuracy.

LEVEL F

STUDY SKILLS

Skill Study Skills **Level** 1

Subskill Identification: Alphabet **Objective No.** FS1

Objective

Given a group of words in which some have the same beginning letters, the learner will alphabetize them according to the first and second letters of the words.

Teaching/Learning Strategy

Review the alphabet with the learners.

Ask the learners what is meant by saying, "Zrobiłam alfabetyczną listę dzieci w klasie."

Prepare several lists of words, some of which in each list have the same first letter. Present these on the chalkboard or on a worksheet.

Explain: Układając wyrazy w porządku alfabetycznym, robimy to w następujący sposób: Dane nam słowa układamy kolejno, biorąc pod uwagę literę na którą się to słowo zaczyna. Jeżeli mamy kilka słów zaczynających się na tę samą literę, o ich kolejności rozstrzygnie następna litera tego słowa, itd. Pomogę wam ułożyć według alfabetu dwie pierwsze grupy wyrazów. Następne będziecie musieli ułożyć sami.

1. brat
   bajka
   bujak
   babka
2. aniołek
   ciocia
   alfabet
   książka
3. skowronek
   bocian
   słowik
   jaskółka
4. Basia
   Krzysia
   Konrad
   Grzesiu
5. czerwony
   zielony
   złoty
   niebieski
6. styczeń
   luty
   marzec
   maj

Have the learners alphabetize the numbers from one to five, and then six to ten, as an additional activity.

Answers and/or Criteria

The learner will alphabetize groups of words according to their first and second letters, with 100 percent accuracy.

Skill Study Skills

Subskill Location: Dictionary

Level F

Objective No. FS2

Objective Given an alphabetical list of words, the learner will locate the words in the dictionary.

Teaching/Learning Strategy

Prepare an alphabetical list of eight to ten words from a reading lesson. Review the alphabetical order in which they are written. Work with the learners in locating the words in the dictionary.

Have the learners locate ten different words in the dictionary independently and answer a teacher-prepared question about the words. Use the following example:

słowo		osoba, miejsce czy rzecz?
abażur	1.	________________
biblioteka	2.	________________
dąb	3.	________________
inżynier	4.	________________
kolej	5.	________________
kosa	6.	________________
las	7.	________________
lekarz	8.	________________
matka	9.	________________
miasto	10.	________________

Answers and/or Criteria

1. rzecz 2. miejsce 3. rzecz 4. osoba 5. rzecz
6. rzecz 7. rzecz 8. osoba 9. osoba 10. miejsce

The learner will locate given words in a dictionary, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Parts of a Book **Objective No.** FS3

Objective

Given a table of contents, the learner will identify story subtitles.

Teaching/Learning Strategy

Review the format of the " Spis treści" in W szkole i w domu. Discuss the information given in the contents by asking leading questions:

Jaki jest tytuł czytanki zaczynającej się na str. 28 ?
W jakiej formie jest napisany utwór na str. 26?
Który z tytułów sugeruje, że jest to opowiadanie o zwierzętach?
Który tytuł sugeruje temat o przechowywaniu owoców?

Wytłumacz dzieciom, ze cała książka podzielona jest na rozdziały, które noszą tytuły miesięcy w roku.

Distribute the following on a worksheet:

Spis treści

1. Z ilu częsci składa się ta książka?________________
2. Pierwsza część książki jest o ________________
3. Ile tytułow znajduje się w pierwszej części?________________
4. Druga część naszej książki jest o ________________
5. Ile ma tytułow ta częsc książki?________________
6. Czytanka pt. "Nasze kino" zaczyna się na stronie________________
7. Jaki tytuł ma czytanka zaczynająca się na str. 66?________________
8. "Spis treści" rozpoczyna się na str.______ i kończy na str.______
9. Nasza książka ma______ rozdziałów.
10. Na której stronie kończy się czytanka, która zaczyna się na str. 26 ?________________

Answers and/or Criteria

The learner will identify story subtitles in a table of contents, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Parts of a Book **Objective No.** FS4

Objective Given a table of contents, the learner will identify story authors.

Teaching/Learning Strategy

View the "Spis treści" in W szkole i w domu and read titles orally with the learners. Pronounce the authors' names. Ask the learners why these names are written after the titles.

Prepare a sample table of contents page on a transparency chart or the chalkboard. Have the learners answers questions related to the contents page. Use the following activity or one similar to it:

Patrząc na "Spis treści" w waszych książkach, (na ekranie) odpowiedzcie na następująco pytania:

1. "Orze traktor" napisał______________________________
2. Zbigniew Przyrowski jest autorem utworu pt.________________
3. "Jak sosna z rybkami gospodarzyła wspólnie" zaczyna się na str.___, a końezy na str._____.
4. Czytanka, która zaczyna się na stronie 240, to______________
5. Jadwiga Werner jest autorką___________________________

Answers and/or Criteria

The learner will identify story authors when using a table of contents, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Parts of a Book **Objective No.** FS5

Objective Given a table of contents, the learner will explain the term *chapter*.

Teaching/Learning Strategy

Have the learners examine their Polish text, *W szkole i w domu*. Ask them to study the make-up of the "Spis tresci," noting how the book is divided into chapters, or sections. Have the learners answers question, such as these:

1. Ile rozdziałow ma ta książka?
2. Jaki tytuł ma każdy z rozdziałów?
3. Jaki jest tytuł pierwszego rozdziału?
4. Jak się nazywa pierwszy miesiąc w roku?
5. Dlaczego wybrano miesiąc wrzesień jako pierwszy rozdział naszej książki?
6. Ile mamy miesięcy w roku?
7. Jakich miesięcy brakuje w książce?
8. Dlaczego nie ma tych miesięcy w książce?
9. Książka została podzielona na miesiące ponieważ?
10. W jaki sposób rozpoczyna się każdy rozdział?

Answers and/or Criteria

The learners will explain the term *chapter* as found in a table of contents, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Parts of a Book **Objective No.** FS6

Objective Given a table of contents, the learner will locate requested selections.

Teaching/Learning Strategy

Prepare an activity about a table of contents similar to the following one. Have the learners view the information to answer the questions.

Show a table of contents on an overhead projector. Ask the learners to complete the following items:

1. Czytanka na str. 89 nosi tytul:______________________________
2. Autorka utworu pt. "Wody" jest:______________________________
3. Jozefa Rytlowa napisala______________________________
4. "O marcu, o pannie Juliannie i o ptaszku" napisala__________
5. Czytanka, ktora konczy sie na str. 150 ma tytul:___________

Answers and/or Criteria

The learner will use a table of contents to locate requested selections, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Parts of a Book **Objective No.** FS7

Objective Given an assignment folder, the learner will make up a table of contents and title page for a model book.

Teaching/Learning Strategy

Have the learners arrange their class papers in order, then paginate them. Have the learners make and paginate a title page and a table of contents. Instruct the learners to complete their model book by making a cover from construction paper.
Instruct the learners--

Każde z was zrobi własną książkę. Otrzymacie sześć kartek papieru. Musicie zrobić stronę tytułową i stronę zawierającą spis treści. Na pozostałych kartkach napiszecie tytuły legend, jakie znacie i krótkie ich streszczenie. Wszystkie kartki ponumerujcie, aby inni i my sami, mogli uzupełnić spis treści. Dodatkowe dwie kartki kolorowego papieru służyć będą jako okładki. Na nich narysujecie ilustrację do legendy, która się wam najbardziej podoba. Zatytułujemy naszą ksiażkę: "Legendy polskie."

Wpiszcie na kartkach następujące tytuły legend:
"Biały Orzeł," "Postrzyżyny Ziemowita," "Krakus i smok,"
"Królowa Wanda," "Królowa Bałtyku," "Trębacz krakowski"

Answers and/or Criteria

The learner will make a table of contents page and title page when compiling stories for a model book.

Skill Study Skills **Level** F

Subskill Examination: Reference Material **Objective No.** FS8

Objective Given an encyclopedia, the learner will browse through it, looking at pictures.

Teaching/Learning Strategy

Make available to learners one or more sets of encyclopedias in the classroom. Explain--

Encyklopedia jest publikacją zawierającą sumo wiedzy ze wszystikich dziedzin nauki i sztuki. Możemy z niej dowiedzieć się o życiu słynnych ludzi, o ważnych wynalazkach, książkach itp. Zazwyczaj encyklopedia ułożona jest w porządku alfabetycznym i składa się z kilku tomów. Każda encyklopedia zawiera wiele zdjęć i ilustracji, aby ułatwić zrozumienie wyjaśnianego przedmiotu. Zwróćcie uwagę na te ilustracje i zdjęcia.

Page through a volume with the class. Demonstrate picture-reading skills by asking lead questions about some of the pictures. Have the learners give their impression of what they see.

Suggested activity

Place on the chalkboard a list of subjects, leaving a blank beside each one. Assign each subject (such as any sport, dancing, animal, insect, tree, flower, famous person) to the learners by placing their names after the subject. Have the learners look up their subject and prepare to tell the class a few facts concerning it.

Answers and/or Criteria

The learner will browse through an encyclopedia, looking at pictures.

Skill Study Skills **Level** F

Subskill Location: Reference Material **Objective No.** FS9

Objective Given a magazine, the learner will identify the title and date.

Teaching/Learning Strategy

Distribute copies of Świerszczyk, Nasze pisemko or any other Polish magazine available to you. Show learners where the title of the magazine is located.
Now ask the learners--
Znajdźcie tytuł tego czasopisma. Znajdźcie datę wydania numeru, który macie. Teraz każdy po kolei przeczyta całej klasie datę wydania swego numeru. Znajdź w czasopiśmie wierszyk i napisz jego tytuł, stronę czasopisma na której się on znajduje i datę w której to pismo zostało wydane.
Jak często wychodzi to czasopismo? Co kwartał, co miesiąc, co dwa tygodnie, czy co tydzien? Skąd o tym wiemy? Co znaczają terminy: kwartalnik, miesięcznik, dwutygodnik, tygodnik, dziennik?

Answers and/or Criteria

The learner will identify the title and date of a magazine, with 100 percent accuracy.

Skill Study Skills

Subskill Identification: Specific Paragraph

Level F

Objective No. FS10

Objective Given a paragraph to read and a question, the learner will skim to locate the answer to the question.

Teaching/Learning Strategy

Assign "Bohater," W szkole i w domu, pg. 276, as silent reading. Ask questions orally. Ask the learners to locate the page and the paragraph where they found each answer. Have them read aloud each answer from the book.

Present the worksheet with the questions below:

Znajdźcie odpowiedź na następujące pytania w tekscie czytanki,
Zaznaczcie to zdanie w swej odpowiedzi.

1. Dlaczego Bolek chciał być marynarzem?
   strona ________ numer zdania __________
2. Dlaczego Janek chciał być pilotem?
   strona ________ numer zdania __________
3. O co sprzeczali się Janek i Bolek?
   strona ________ numer zdania __________
4. Jaki głos doszedł z rzeki?
   strona ________ numer zdania __________
5. Co się stało na rzece?
   strona ________ numer zdania __________
6. Co wyszeptała kobieta?
   strona ________ numer zdania __________
7. Jak starszy mężczyzna ocalił tonącego?
   strona ________ numer zdania __________
8. Co zrobił starszy mężczyzna?
   strona ________ numer zdania __________
9. Co powiedział Bolek o starszym panu?
   strona ________ numer zdania __________
10. Co powiedział o nim Janek?
    strona ________ numer zdania __________

Answers and/or Criteria

The learner will skim a paragraph and locate the answer to a given question, with 100 percent accuracy.

Skill Study Skill

Level 1

Subskill Identification: Details Supporting Main Idea

Objective No. FS11

Objective

Given the main idea of a selection, the learner will skim for details which support the main idea.

Teaching/Learning Strategy

Prepare the paragraph "Walczymy z chwastami," W szkole i w domu, str. 205, on a worksheet. Identify the main idea. Have the learners list sentences to support the main idea.

Ask the learners to complete the following--

1. Głównym tematem tego ustępu jest:
2. Dlatego jest to główny temat, że:
    a. Zdanie ______ Ci nieproszeni goście ______________________
    b. Zdanie ______ Zasłaniają im __________ i ______________________
    c. Zdanie ______ Musimy ratować ______ żeby mieć dobre __________
    d. Zdanie ______ Usunęliśmy z grządek rozmaite __________
    e. Zdanie ______ Teraz będziemy podlewać ______________________

Answers and/or Criteria

1. Pozbywanie się chwastów, które przeszkadzają jarzynom.
2. a. Zdanie 3 - zagłusza rośliny uprawne
    b. Zdanie 4 - światło i wypija z ziemi odżywcze soki.
    c. Zdanie 5 - warzywa - plony
    d. Zdanie 6 - chwasty
    e. Zdanie 7 - roślinki

The learner will skim a given selection to identify details which support the main idea, with 100 percent accuracy.

Skill Study Skills

Subskill Identification: Graphs

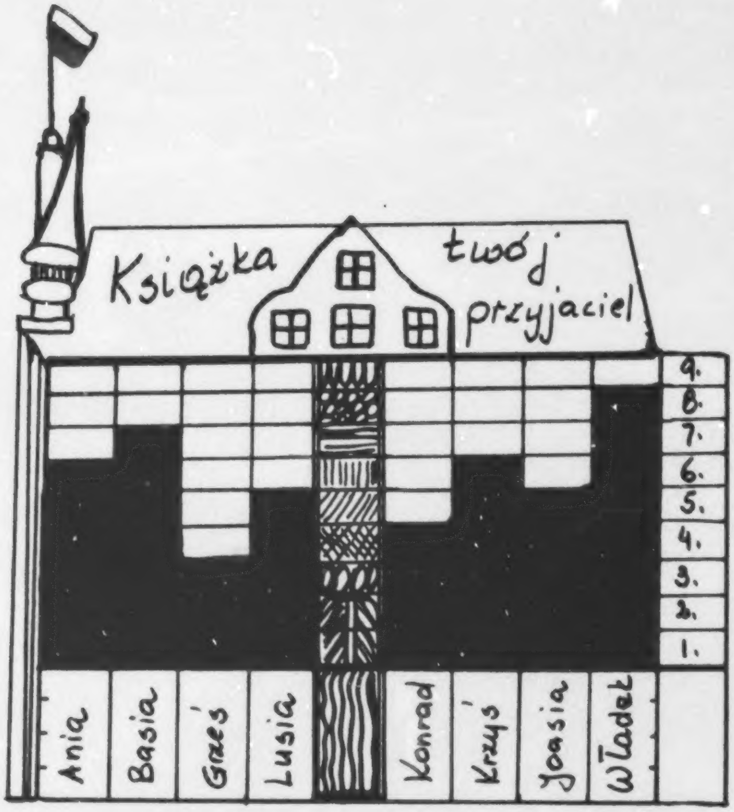
Level F

Objective No. FS12

Objective Given a vertical bar graph, the learner will identify information from it.

Teaching/Learning Strategy

Make a poster of a bar graph like the one shown here, or a similar one. Present each learner with a small copy of one. Explain the graph. Dictate questions pertaining to the graph, and have learners fill in the blanks.



Dictation

1. Ania przeczytała ______ książek.
2. Basia przeczytała ______ książek.
3. ____________ przeczytał najmniej książek.
4. ___________ i __________ przeczytali jednakową ilość książek.
5. _________ przeczytał trzy książki.
6. _________ przeczytał cztery książki.
7. _________ przeczytał najwięcej książek.
8. Krzysiu przeczytał _________ książek.
9. Władek przeczytał _________ książek.
10. Kto przeczytał pięć książek? _______ i __________

Answers and/or Criteria

The learners will identify information from a vertical bar graph, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Graphs **Objective No.** FS13

Objective

Given a horizontal picture graph, the learner will identify information from the graph.

Teaching/Learning Strategy

Prepare and display a horizontal picture graph similar to the one below; note each symbol represents more than one unit. Say to the learners--

"Zwróćcie uwagę na to, że każdy znaczek na tym wykresie reprezentuje dwoje dzieci. Tytuł wykresu informuje nas, że zawiera on dane o ilości książek przeczytanych przez dzieci danej klasy w przeciągu miesięcy w roku szkolnym. Przypatrzcie się uważnie wykresowi i odpowiedzcie na pytania zadane poniżej."

Ilość dzieci, które przeczytały dodatkowe książki

wrzesień	○ △
październik	○ ○ ○ △ △ △ △
listopad	○ ○ △ △ △ △
grudzień	○ △
styczeń	○ ○ ○ ○ △ △ △ △ △

Każdy znaczek reprezentuje dwoje dzieci
△ - to chłopcy ○ - to dziewczynki

Pytania:

1. ________ znaczy, że ______ chłopców przeczytało książki.
2. ________ znaczy, że ______ dziewczynek przeczytało dodatkowe książki.
3. ________ chłopców przeczytało ______ dodatkowych książek we wrześniu.
4. ______ chłopców i dziewczynek przeczytało książki w listopadzie
5. W________ najwięcej dzieci czytało książki.

Answers and/or Criteria

The learner will identify information from a horizontal picture graph, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Explanation: Charts **Objective No.** FS14

Objective

Given instructions with information from content areas being studied, the learner will read and explain the information given.

Teaching/Learning Strategy

Choose a content area, then prepare and display a chart featuring it. For instance--

Studium systemu porównawczego w języku polskim

mówiąc o jednym	porównując dwóch	porównując troje lub więcej
1. moc -y,-a,-e	mocniejszy,-a,-e	najmocniejszy,-a,-e
rdzeń -y,-a,-e	rdzeń -ejszy,-a,-e	naj rdzeń -ejszy,-a,-e

1. Rdzeń danego słowa i końcówki rodzajowe używane są wtedy, gdy mówimy tylko o ________ rzeczy.
2. Z chwilą, gdy porównujemy dwie rzeczy, do rdzenia dodajemy końcówkę ________ .
3. Porównując trzy lub więcej rzeczy dodajemy: ________________

Other classifications: charts related to games, sports, means of transportation, pets, farm animals, weather, ...

Answers and/or Criteria

1. jednej 2. -ejszy, -a,-e 3. przedrostek - naj
i przyrostek -ejszy

The learner will read and explain information on charts related to content areas, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Signs **Objective No.** FS15

Objective Given selections containing signs, the learner will identify the subject matter of the signs and read the message.

Teaching/Learning Strategy

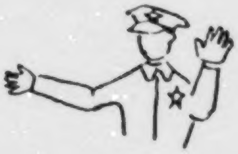
Prepare the following story on a transparency or chart paper. Read and discuss the story and show signs related to it. Guide learners in understanding the meaning of each sign.

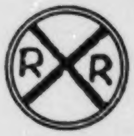
Sygnały świetlne

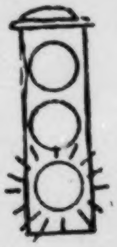
Przy przechodzeniu przez ulicę trzeba bardzo uważać, aby nie wpaść pod koła pojazdów.

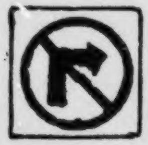
Na skrzyżowaniu bardzo ruchliwych ulic w wielkim mieście stoją sygnały świetlne. Czerwone światło woła na nas:
- Stój! Nie przechodź teraz! Nie spiesz się ! Nie wchodź na jezdnię!
Zielone światło znaczy co innego.
- Nie zatrzymuj się! Nie czekaj! Teraz droga wolna dla pieszych. Przechodź przez jezdnię. Nie biegnij!

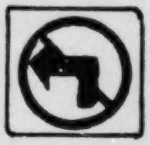
Przedyskutuj z dziećmi znaczenie innych znaków ostrzegawczych, ze specjalnym zwróceniem uwagi na znaki jakie obowiązują w Ameryce. Pozwól dzieciom swobodnie wypowiedzieć się na ten temat. Wskazanym jest zaproszenie przedstawiciela policji, aby wygłosił pogadankę do dzieci. Pomocnym będzie również wydawnictwo na temat przepisów drogowych, wydane w języku polskim przez biuro Sekretarza Stanu.











Answers and/or Criteria

The learner will identify the subject matter of given signs, with 100 percent accuracy.

Skill Study Skills

Subskill Location: Story Details

Level F

Objective No. FS16

Objective Given headings, the learner will locate details from a story for each heading.

Teaching/Learning Strategy

Read a story from W szkole i w domu with the learners. Prepare a list of headings and details which can be classified from the story. Have the learners classify newly read stories under the headings.

Use the following as an example:

czytanka	zwierzęta	ludzie	miejsce
"Kto to zrobił"	nie ma	woźna uczniowie lekarz	szkoła klasa

Jako dodatkowe rubryki można uwzględnić wyszczególnienia zajęć bohaterów danej czytanki itp.

Answers and/or Criteria

The learner will match story details with proper headings, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Identification: Sequence **Objective No.** FS17

Objective Given a scrambled series of paragraphs, the learner will arrange them in correct sequence.

Teaching/Learning Strategy

Read a story or news article with the group. Prepare copies of the paragraphs out of sequence. Have the learners read the paragraphs as you have presented them, and write or number the paragraphs in correct order. Lending itself to this activity is "Szpital dla ptaszków" and/or "Woda," W szkole i w domu, str. 221 i 248.

To samo zajęcie można przeprowadzić w inny sposób. Przygotować po trzy urywki ze znanych dzieciom bajek albo legend. Urywki te rozdać dzieciom z poleceniem ułożenia ich we właściwej kolejności. Dzieci mogą też zgadywać tytuł danej im bajki czy legendy. Wspólne sprawdzanie z klasą poprawności rozwiązań dzieci wniesie dodatkową przyjemność dla uczestników zajęcia.

Answers and/or Criteria

The learner will arrange paragraphs in correct sequence, with 100 percent accuracy.

Skill Study Skills **Level** F

Subskill Summarization: Reading Selection **Objective No.** FS18

Objective Given a selection, the learner will retell the story in his/her own words.

Teaching/Learning Strategy

Read "Wiewiórka Basia," W szkole i w domu, str. 178, with the learners. Prepare a list of four story happenings to be numbered in sequence. Work with the learners in numbering these main story happenings.

a. Tereska bardzo grymasiła, ponieważ nie lubiła grubego ubrania.
b. Na zimę futerka wiewiórek zmieniły kolor z rudego na popielaty, i stały się cieplejsze.
c. Tereska nie poznała wiewiórki Basi w zimie. Dopiero mama wytłumaczyła jej,że wiewiórki też mają zimowe ubranka.
d. Dzieci Basi urodziły się na wiosnę. W jesieni będą już dorosłymi wiewiórkami.

Additional Activities:
Write speaking parts for the above characters, even the squirrels; re-read as a play. Place the exact words within quotation marks, telling the learners they must read only the words enclosed by the quotation marks.

Ask the learners to re-tell the story in their own words.

Answers and/or Criteria

1 -d, 2-b, 3.-a, 4.-c.

The learner will re-tell a story in his/her own words, with 100 percent accuracy.

Skill Study Skills

Subskill Explanation: Maps

Level F

Objective No FS19

Objective Given a map with a key, the learner will explain the purpose and function of the key.

Teaching/Learning Strategy

Display a beginning map such as in Atlas geograficzny dla klasy IV.

Tell the learners that the key or legend shows symbols which represent certain places which are located on the map; illustrate with the following symbols:

◯	przedstawia jezioro albo staw
≈	rzekę
★	miasto, stolicę
⊙	duże miasto
●	mniejsze miasto
╫╫╫	linie kolejowe

Have the learners point out the above symbols on the beginning map.

Have learners reproduce symbols on drawing paper.

Answers and/or Criteria

The learner will explain the purpose and function of a map key, with 100 percent accuracy.

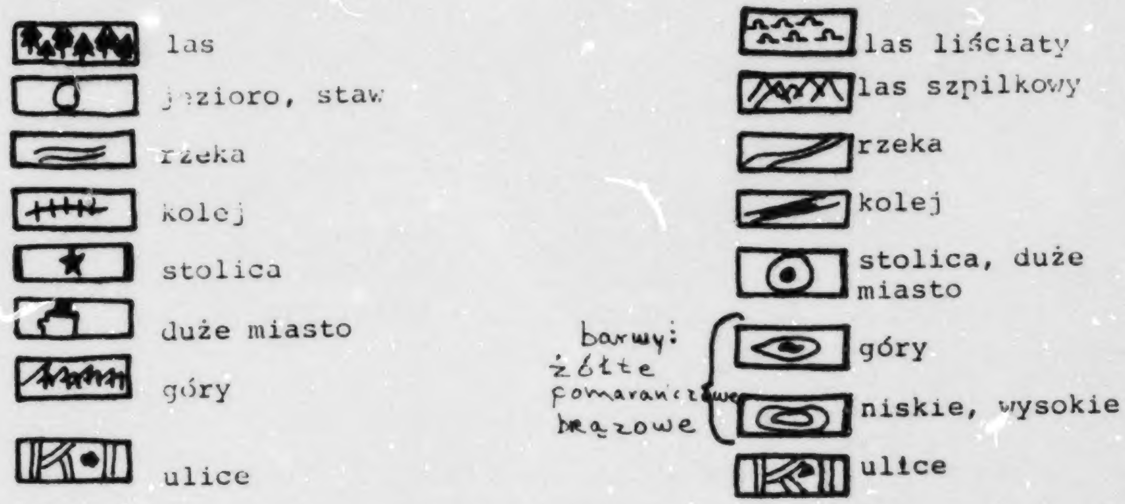
Skill Study Skills **Level** F

Subskill Interpretation: Maps **Objective No.** FS20

Objective Given symbols for use on maps, the learner will identify each, recognizing the differences and similarities between the American and Polish symbols.

Teaching/Learning Strategy

Introduce the following American and Polish map symbols. Impress on the learners that though many symbols in both countries are identical, differences do exist, and some of them are noted here.


W Stanach Zjednoczonych
las
jezioro, staw
rzeka
kolej
stolica
duże miasto
góry
ulice
W Polsce
las liściaty
las szpilkowy
rzeka
kolej
stolica, duże miasto
barwy:
żółte
pomarańczowe
brązowe
góry
niskie, wysokie
ulice

Present worksheets consisting of map symbols; have the learners identify the symbols.

Give identifying map information orally, and have volunteers draw the corresponding symbols on the board.

Answers and/or Criteria

The learner will identify map symbols with 100 percent accuracy.

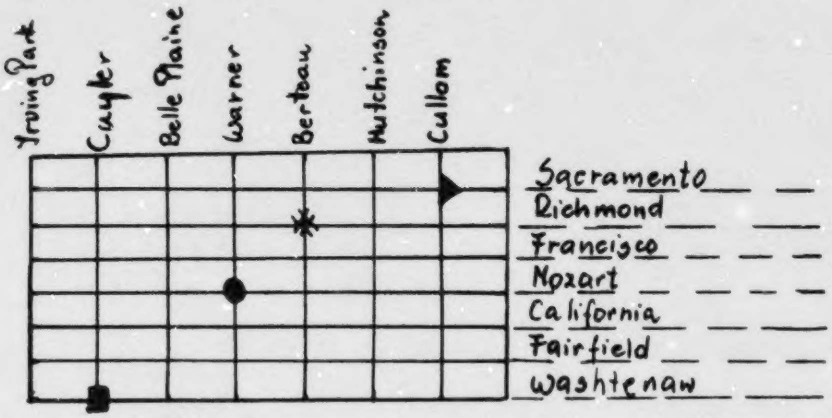
Skill Study Skills **Level** F

Subskill Interpretation: Maps **Objective No.** FS21

Objective Given a simple street grid, the learner will locate points and describe the location of the points.

Teaching/Learning Strategy

Prepare a transparency or large chart showing a street grid. Prepare a smaller version for learners to use at their desks, or use regular grid paper and have learners copy your chart. Change the street names to those in your school area and help the learners pronounce them in English.


Irving Park
Cuyler
Belle Plaine
Warner
Berteau
Hutchinson
Cullom
Sacramento
Richmond
Francisco
Mozart
California
Fairfield
Washtenaw

Polecenia dla uczniów:

1. Przeczytaj nazwy ulic znajdujących się pomiędzy ul. Cullom, a Irving Park.
2. Przeczytaj nazwy ulic od ul. Sacramento do Washtenaw.
3. Określ położenie niżej wskazanych punktów:
   ▲______ znajduje się na skrzyżowaniu ulic__________ i ________
   ■______ znajduje się na skrzyżowaniu ulic__________ i ________
   ✱______ znajduje się na skrzyżowaniu ulic__________ i ________

Answers and/or Criteria

The learner will locate points on a simple street grid and will describe their location, with 100 percent accuracy.

Skill Study Skills **Level** F

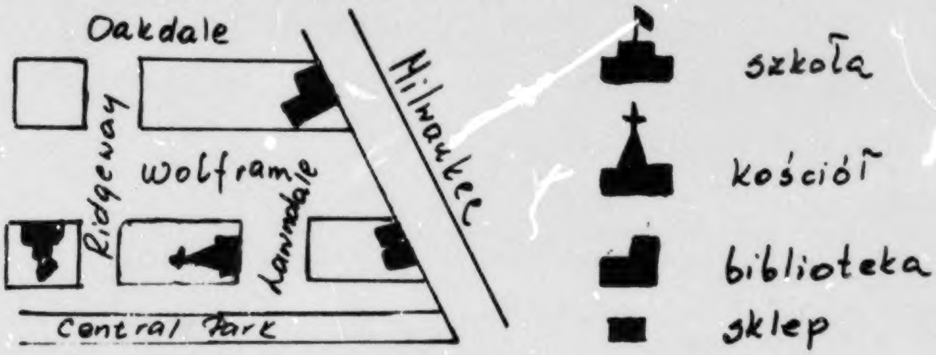
Subskill Interpretation: Maps **Objective No.** FS22

Objective Given a map of the community, the learner will indicate directions for going from one place to another.

Teaching/Learning Strategy

Prepare a work sheet similar to the one below, utilizing the school's neighborhood streets and placement of buildings.

Have learners pronounce correctly the English street names. (Choral drill suggested.)


Oakdale
Milwaukee
Ridgeway
Wolframe
Lawndale
Central Park
szkoła
kościół
biblioteka
sklep

1. Szkoła znajduje się na skrzyżowaniu ulic: ____________________ .
2. Kościół znajduje sie przy ul. ______________________________
3. Idąc ze szkoły w kierunku wschodnim, idę w stronę ulicy ______ .
4. Skręcając na prawo z ul. Irving Park, będę szedł w kierunku ulicy ____________________ .
5. Biblioteka znajduje się przy ____________________ .
6. Najkrótsza droga ze szkoły do kościoła prowadzi przez ulice ____________________ .

Answers and/or Criteria

The learner will indicate, on a community map, directions for going from one place to another, with 100 percent accuracy.

Skill Study Skills

Subskill Location: Globe

Level F

Objective No. FS24

Objective Given a globe, the learner will locate places being studied in content areas.

Teaching/Learning Strategy

Have the learners ask their parents, the day before you plan to teach this objective, whether the family--

- Wyjechali z Polski na statku, czy odlecieli samolotem.
- Z jakiego miasta w Polsce odjechali do Ameryki.
- Gdzie zatrzymali się w drodze.
- Do jakiego miasta w Stanach przyjechali.

Have the learners do the following:

- Znajdźcie Polskę na globusie.
- Znajdźcie Warszawę i Gdynię.
- Znajdźcie miasta przez które przejeżdżaliście w drodze do Ameryki.
- Znajdźcie Stany Zjednoczone.

Instruct the learners to trace their voyage or flight from Poland to the United States. Have them locate--

Europe
Baltic Sea
Sopot
Wisła
Vatican
Paris

Answers and/or Criteria

The learner will locate on a globe places being studied in content areas, with 100 percent accuracy.

LEVEL F

LITERATURE

Skill Literature

Level F

Subskill Poetry: Rhythm

Objective No. FL1

Objective Given a poem orally, the learner will tap out the rhythmic pattern.

Teaching/Learning Strategy

Print the poem "Praca," W szkole i w domu, pg. 297, on chart paper. Say to the learners--

Słuchajcie uważnie tego wiersza. Zwróćcie uwagę na jego rytm.
Będę powtarzać każdą zwrotkę dwa razy. Spróbujcie czytać
ją razem ze mna.
Teraz będziemy wystukiwać rytm wierszyka ołówkami o ławki.

Assign each row one verse. Have each row read it aloud in turn, tapping its rhythm at the same time.

Answers and/or Criteria

The learner will tap out the rhythm of a poem heard orally. Teacher judgment will determine acceptable performance.

Skill Literature

Subskill Poetry: Rhythm

Level F

Objective No. FL2

Objective Given a poem orally, the learner will imitate the action described.

Teaching/Learning Strategy

Read the following poem aloud to the learners: "Czy to nasze?" W szkole i w domu, pg. 284.

Choose three learners to portray these characters--Staszek, Łukaszek, and the bird. Have Staszek and Łukaszek go through the motions of eating halvah and wafers, tossing the cover papers about. Have the bird hop about and admonish the boys. Instruct the class to read the poem aloud, while the three "actors" pantomime the action. Change the "actors"; repeat the activity.

Answers and/or Criteria

The learner will respond to the rhythm of a poem by imitating the action described. Teacher judgment will determine acceptable performance.

Skill Literature

Subskill Poetry: Rhythm

Level F

Objective No. FL3

Objective Given a poem orally, the learner will choose to march, skip, jump, or gallop to its rhythm.

Teaching/Learning Strategy

Read the poem "Jabłonka," W szkole i w domu, pg. 261, aloud. Tell the learners--

Przeczytam wam wierszyk. Słuchajcie uważnie i pomyślcie nad tym wierszykiem, zastanawiając się nad krokiem który mógłby mu odpowiadać. Potem odczytam ten sam wierszyk jeszcze raz, a wy spróbujcie wystukać jego rytm ołówkiem. Zastanówcie sie czy można przy tym wierszyku skakać, maszerować czy tańczyć.

Use an additional poem, "Tańcowała rybka z rakiem," of the Literature Resource Materials.

Answers and/or Criteria

The learner will respond to the rhythm of a poem by marching, skipping, jumping, or galloping to its rhythm. Teacher judgment will determine acceptable performance.

Skill Literature **Level** F

Subskill Poetry: Rhyme **Objective No.** FL4

Objective

Given a poem orally, the learner will supply omitted rhyming lines.

Teaching/Learning Strategy

Prepare a transparency showing a peacock with tail in full display, looking into a pond with a single peacock feather floating in it.

Ask the learners--
 Czy widzieliście kiedyś pawia?
 Jakie kolory ma ogon pawia?
 W jakim polskim stroju noszą chłopcy u czapek pawie pióra?

Read the poem "Paw," W szkole i w domu, pg. 302, aloud, emphasizing the rhyming lines at the end of each stanza. Read the poem again, omitting these rhyming lines and encouraging the learners to supply them, as a group or individually.

Answers and/or Criteria

The learner will supply at least one omitted rhyming line as a poem is read aloud.

Skill Literature

Level F

Subskill Poetry: Rhyme

Objective No. FL5

Objective Given a poem orally, the learner will supply omitted rhyming words.

Teaching/Learning Strategy

Read the poem "Przyjście lata," W szkole i w domu, pg. 316, aloud twice. Have the learners make sock puppets of the mole - kret, the porcupine - jeż, the snake - wąż, the blackbird- kos, and the magpie - sroka.

Write the rhyming words on cards and place them on the chalkboard ledge. Do not put them in order the first time.

Read the poem a third time, omitting only the last word in the second line of each verse, allowing time for the youngsters to think up, or search out from the cards on the ledge, the rhyming word. Give them the last word of the first line, which they can quickly identify from your cards on the ledge.

Repeat the reading, this time omitting both last words from both lines of each verse. Have the learners supply these missing words orally.

Answers and/or Criteria

The learner will supply omitted rhyming words from at least three lines, after hearing a poem.

Skill Literature **Level** F

Subskill Poetry: Word Pictures **Objective No** FL6

Objective Given a poem orally, the learner will answer questions about the word pictures in it.

Teaching/Learning Strategy

Have the learners read "Moja ziemia," of the Literature Resource Materials.

Say to the learners--

Autorka napisała ten wierszyk o Polsce. Zamknijcie oczy i spróbujcie wyobrazić sobie Polskę słuchając tego wierszyka.

1. Co to są śląskie diamenty?
2. Co miała autorka na myśli mówiąc o ziemi pachnącej chlebem?
3. Co to znaczy "ziemia wiślańska"?
4. Czy widziałeś kiedyś Wisłę albo Odrę i kiedy?
5. Mówiąc o ziemi, która "wsparta jest o krawędzie Tatr a czołem sięga do morza"; jak wyobraża sobie autorka ziemię polską?
6. Narysuj ilustrację do tego wierszyka.
7. Opowiedz o mieście w którym mieszkałeś w Polsce. Czy za nim tęsknisz i dlaczego?

Answers and/or Criteria

The learner will demonstrate ability to visualize the imagery in a poem by answering questions about at least one word picture.

Skill Literature

Level F

Subskill Pcetry: Sensory Language

Objective No. FL7

Objective Given a poem which is rich in tactile impressions, the learner will name the objects described.

Teaching/Learning Strategy

Have the learners read the poem "W lesie - wielkim domu," of the Literature Resource Materials.

Discuss the following topics:

Przeczytaj dzieciom wierszyk. Przedyskutuj z nimi wygląd mchu. Zapytaj je, czy były kiedyś w lesie i czy widziały mech. Porozmawiaj również na temat gąbek. Jak one wyglądają Porównaj gąbkę z mchem.

Answers and/or Criteria

The learner will name the objects described in a poem rich in tactile impressions.

Skill Literature

Subskill Poetry: Sensory Language

Level F

Objective No. FL8

Objective Given a poem orally, the learner will name the colors described.

Teaching/Learning Strategy

Have the learners read the poem "Tęcza i Jagusia Łowiczanka," Czytanka na klasę II, p. 131.

Ask the learners questions such as these:

1. Czy mógłbyś dotknąć tęczy?
2. Kiedy widzieliście tęczę?
3. O jakiej porze można zobaczyć tęczę?
4. Jakie kolory ma tęcza?
5. Kto z was wie jakiego koloru są pasiaki łowickie?

Read the poem aloud. Ask the learners to close their eyes and listen for word pictures. Ask the following questions:

1. Jaki kolor dały tęczy jaskry na łące?
2. Jaki kolor dała tęczy struga? Co to jest struga?
3. Od kogo dostała tęcza kolor fiołkowy?
4. Co chce zrobić Jagusia z kolorów tęczy?
5. Jakie inne kolory podarowało tęczy niebo?

Have the learners illustrate "Tęcza i Jagusia łowiczanka."

Answers and/or Criteria

The learner will identify the colors described, after hearing a poem.

Skill Literature

Level F

Subskill Poetry: Sensory Language

Objective No. FL9

Objective Given a poem orally, the learner will identify the sounds described.

Teaching/Learning Strategy

Have the learners read "Jak żabki Jasia bawiły," W szkole i w domu, pg. 294.

Ask the learners-- Przeczytajcie razem ze mną opowiadanie o żabkach. Zamknijcie oczy i słuchajcie uważnie jeszcze raz, jak ja będę czytać. Czy słyszycie głosy żabek? Jak one wyglądają? Kto potrafi naśladować żabki? Powtórzmy razem jak żabki mówiły.

Read the poem again and ask the learners to supply sounds made by frogs.

Answers and/or Criteria

The learner will identify the sounds described in a poem rich in sound imagery.

Skill Literature

Level F

Subskill Poetry: Illustration

Objective No. FL10

Objective

Given a poem orally, the learner will create an original illustration.

Teaching/Learning Strategy

Read the poem "Proszę o zielone," W. Broniewski, W szkole i w domu, str. 253.

Guide a discussion about the little frog and the stork. Ask--

- Dlaczego bociek pyta żabkę o zielone?
- Co bociek chce zrobić?
- Co zrobiła żabka?
- Czy żabka mądrze zrobiła?
- Co to są niezabutki? - niezapominajki?
- Jakiego koloru jest: bocian, żabka, niezapominajki?

Encourage learners to illustrate the poem, using one or more of the word pictures they remember.

Answers and/or Criteria

The learner will make a sketch showing at least two details mentioned in a poem.

Skill Literature

Subskill Poetry: Alliteration

Level F

Objective No. FL11

Objective

Given a poem orally, the learner will name the words in each line which begin with the same letter.

Teaching/Learning Strategy

Read "Katar," Sto Bajek, pg. 118, aloud several times. Ask the learners: Zwróćcie uwagę na to, jak czesto powtarzają się słowa - a psik! Powiedzcie dlaczego? Co wam te słowa przypominają swym dźwiękiem? Dlaczego zaczynają się one na te same literki?

Takie zjawisko nazywamy aliteracją - dźwiękonaśladowczością.

Przypomnijcie sobie czy znacie inny, podobny wierszyk, który naśladuje jakiś dźwięk?

Have the learners pick out the alliterative words from "Gę,gę, gę...,"W szkole i w domu, pg. 177.

Answers and/or Criteria

The learner will identify at least two examples of alliteration, after hearing a poem.

Skill Literature **Level** F

Subskill Poetry: Illustration **Objective No.** FL12

Objective Given a Polish poem similar to the English limerick, the learner will supply the last lines.

Teaching/Learning Strategy

Explain that the limerick is an unfamiliar form in Polish poetry. Introduce a few Ogden Nash limericks and some Jan Brzechwa four liners. Explain that although the latter do not follow the limerick rhyming pattern, they do provide the unexpected last line.

Read "Prosimy do zwierzyńca," Sto Bajek, pp. 196 to 211, several times. Read again, omitting the last lines. Ask the learners to supply the missing lines.

Answers and/or Criteria

The learner will supply omitted last lines from at least two poems, after hearing them several times. Exact wording is not essential.

Skill Literature **Level** F

Subskill Poetry: Mood **Objective No.** FL13

Objective Given a poem, the learner will illustrate it, emphasizing the mood.

Teaching/Learning Strategy

Read the poem "Stefek Burczymucha," W szkole i w domu, p. 230, with flourishes. Have the learners illustrate different facets of the poem. Have them choose from the various confrontations Stefek describes, or concentrate on a final scene.

Answers and/or Criteria

The learner will illustrate a poem, showing at least two details which emphasize the mood.

Skill Literature **Level** F

Subskill Fiction: Characterization **Objective No.** FL14

Objective Given a realistic story orally, the learner will identify the feelings of a character during an exciting episode.

Teaching/Learning Strategy

Read "Na wycieczce zuchowej," Czytanka na klasę II, pg. 126, aloud; display the illustration.

Discuss the story. Have the learners describe their own scouting or camping experiences, especially some exciting incident. Ask questions, such as the following:

- Dlaczego Antoś zapakował swój plecak?
- Jaka była pogoda w niedzielę? Co o tym myślał Antoś?
- Jaką niespodziankę miał dla zuchów druh zastępowy?
- Co było po obu brzegach rzeki?
- Dlaczego druh zastępowy kazał chłopcom zsiąść ze statku?
- Co zrobili chłopcy z zapasami w plecakach?
- Co jeszcze robili chłopcy w czasie wycieczki?
- Czy chłopcy chętnie wracali do domów?
- Co obiecał zrobić Antoś?

Answers and/or Criteria

The learner will identify at least one emotion felt by a character during an exciting episode of a realistic story.

Skill Literature **Level** F

Subskill Poetry: Narrative Element **Objective No.** FL15

Objective Given two poems orally, the learner will identify one as a story poem.

Teaching/Learning Strategy

Read the following poems aloud: "Czy go znacie," Marii Terlikowskiej, and "Liście," Władysława Broniewskiego, str. 94 and 49, W szkole i w domu. Say to the learners--

Przeczytam wam dwa różne wierszyki. Zwróćcie uwagę na to czym te wierszyki różnią się od siebie. Jeden mówi tylko o czymś. Nic się w nim nie dzieje. Drugi wierszyk, opowiada całe wydarzenie.
Po usłyszeniu tych wierszyków powiedzcie mi który opowiada, a który tylko opisuje.

Answers and/or Criteria

The learner will identify a story poem when given a lyric and a narrative poem orally.

Skill Literature

Level F

Subskill Folklore: Plot

Objective No. FL16

Objective Given a folk tale orally, the learner will arrange ten sentences describing the action in proper sequence.

Teaching/Learning Strategy

Read the folk tale "Piast Oracz" of the Literature Resource Materials.

Prepare ten large cardboard strips with a sentence on each strip. (Each sentence helps to carry the story line.) Arrange them in random order. Ask for volunteers to place the strips in correct sequence.

Distribute ditto or mimeograph sheets with the sentences out of sequence; direct the learners to number them in correct sequence. Use the following--

1. A gdy wypędzili Popiela, na tron wolny wezwali najlepszego i najpracowitszego z kmieci.
2. Wyprowadzeni z cierpliwości pychą i okrucieństwem Popiela, kmiecie postanowili przegnać precz złego księcia.
3. Ten wybraniec narodu - to był Piast właśnie.
4. Odeszli wędrowcy od niegościnnego progu Popiela.
5. Pewnego razu na zamek książęcy zaszli dwaj wędrowcy.
6. Ciężko było ludziom żyć i pracować pod władzą dumnego Popiela.
7. Wędrowcy wdzięcznym sercem przyjęli gościnę.
8. Tak się stało po latach, jak rzekli wędrowcy.
9. W chacie mieszkał zwykły kmieć, oracz i kołodziej zarazem.
10. Zwał się Piast, a żona jego nosiła imię Rzepicha.

Answers and/or Criteria

The learner, after hearing a folk tale, will arrange in correct sequence a series of ten sentences carrying the story line.

Skill Literature **Level** F

Subskill Fiction: Characterization **Objective No.** FL 7

Objective

Given a realistic story, the learner will identify two character traits of the main character and give reasons for the selection.

Teaching/Learning Strategy

Have the learners read "Technik klasowy," Stanisław Aleksandrzyk, W szkole i w domu, pg. 145. Ask the following questions:

1. Jak jest opisany Kuba?
2. Zrób listę rzeczy, które Kuba potrafi naprawić?
3. Jak dzieci nazywają ręce Kuby?
4. Jak mówią dzieci o głowie Kuby?
5. Czy Kuba potrafi wykorzystać swe wiadomości, aby pomóc innym?

Lead a discussion on different facets of "character." Work with such words as uczynny, pomocny, samolub, dający się lubieć, chętny.

Review "Można było poczekać," W szkole i w domu, pg. 124. Ask the learners to volunteer character traits in the story.

Answers and/or Criteria

The learner will identify two character traits of the main character in a realistic story and give reasons for the selection.

Skill Literature **Level** F

Subskill Fiction: Realism and Fantasy **Objective No.** FL18

Objective Given a realistic story, the learner will retell the story orally, change the ending, and introduce fantasy.

Teaching/Learning Strategy

Have the learners read "Na przejeździe kolejowym," Józefy Rytlowej, W szkole i w domu, pg. 269. Ask the learners--

1. Kto opowiada tę czytankę i jaki jest ich środek lokomocji?
2. Gdzie oni idą?
3. Dlaczego zatrzymali się?
4. Kto jeszcze musiał się zatrzymać?
5. Czy naprawdę musieli? Dlaczego?

Guide the learners to note that the answers to the above are practical, realistic facts. Ask them to fantasize in this way:

Zachęć dzieci do tego, aby wymyśliły dalszy ciąg i rozszerzyły tę czytankę. Należy zwrócić uwagę, aby wprowadziły do swego opowiadania więcej fantazji np. mówiące konie, śpiewający pociąg, itd.

Have the learners note that they have changed a true story to a make-believe one.

Answers and/or Criteria

The learner will retell a realistic story and give it a make-believe ending.

Skill Literature

Level F

Subskill Folklore: Story Sequence

Objective No. FL19

Objective Given a folk tale, the learner will participate in a dramatization of the action, using puppets.

Teaching/Learning Strategy

Read "Poleczka w kropki," W szkole i w domu, pg. 120, aloud. Tell the learners--

Musicie mi pomóc. Będziemy się zastanawiać nad tym jak zrobić z tej czytanki przedstawienie. Pomyślcie co będzie pierwszą sceną?
Należy wspólnie z dziećmi ustalić poszczególne role, wybrać sceny. Dzieci wykonają wspólnie z nauczycielem kostiumy, rozdzielą między siebie role i odtworzą opowiadanie.

Answers and/or Criteria

The learner will participate in a puppet dramatization of a folk tale. Teacher judgment will determine acceptable performance.

Skill Literature

Level F

Subskill Folklore: Original Folk Tale

Objective No. FL20

Objective Given a why story, the learner will create an original why story and illustrate it.

Teaching/Learning Strategy

Tell the story "Dlaczego pies goni zająca," Czytanka na klasę II, pg. 135, aloud, or read the brief version. Show illustrations. Explain the why story.

Encourage the learners to write a why story of their own Use the following examples as suggestions:

1. Dlaczego mamy firanki w oknach?
2. Dlaczego niebo jest niebieskie?
3. Dlaczego żyrafy mają długie szyje?
4. Dlaczego trawa jest zielona?

Have the learners fold their stories in booklet form and illustrate the front cover appropriately.

Answers and/or Criteria

The learner will create an original why story and illustrate it. Teacher judgment will determine acceptable work.

Skill Literature **Level** F

Subskill Folklore: Fable **Objective No.** FL21

Objective Given a fable orally, the learner will choose, from three sentences, the one which best tells the meaning of the fable.

Teaching/Learning Strategy

Read the fable "Dwa żółwie," Ignacego Krasickiego, of the Literature Resource Materials.

Discuss these words: fatyga, sędzia, spektator, jaskółka, wyścigi i meta.

Ask the learners--
- Co się stało z obserwatorami?
- Co zrobili sędziowie?
- Czy jaskółka dała im dobrą radę?
- Jaka była rada jaskółki?
- Jaka jest nauka tej bajki?

Wybierzcie jedno ze zdań, które najlepiej charakteryzuje bajkę.

- Żółwie przegrały wyścigi, ponieważ biegły w przeciwnych kierunkach.
- Żółwie przegrały wyścigi, ponieważ nie umiały szybko biegać.
- Żółw wygrał wyścig, ponieważ umiał szybko biegać.

Answers and/or Criteria

The learner will choose from three given sentences the one which best states a fable's meaning.

Skill Literature **Level** F

Subskill Fiction: Humor **Objective No.** FL22

Objective Given two stories orally, the learner will identify one as humorous.

Teaching/Learning Strategy

Have the learners read "Mądrala," Czytanka na klase II, pg. 7.

Ask the learners to explain their reactions to the story. Discuss the elements of humor. Have the learners read "Na szkolnym podwórku," same source and page. Evoke in the learners memories of past accidents and personal emotional reactions to them.
Compare the stories, and lead the learners to determine that stories have mood, and that in this case one is funny, the other is not.

Additional activities

Read the stories on pg. 13 of the same text. Ask the learners to illustrate one of the funny stories.

Answers and/or Criteria

The learner will identify a humorous story, after hearing two stories.

Skill Literature

Subskill Fiction: Humor

Level F

Objective No. FL23

Objective Given a realistic story, the learner will identify its humorous elements.

Teaching/Learning Strategy

Read the story "Pierwszy śnieg," Czytanka dla klasy II, pg. 46. aloud. Discuss the humorous element in the story. Ask the learners to relate to the class funny incidents from home or school and tell why they are funny.

Answers and/or Criteria

The learner will identify the humorous elements of a story and tell why they are funny.

Skill Literature **Level** F

Subskill Nonfiction: Distinction from Fiction **Objective No.** FL24

Objective

Given an informational article, the learner will create a fantasy about the same subject.

Teaching/Learning Strategy

Read "Maszyna," W szkole i w domu, p. 243, aloud. Ask the learners to look at the illustrations of the various farming machines in the basal text.

Tell the learners that this is an informational article explaining the different farm machines and their functions, a source for facts.

Direct the learners to make a list or chart of the machines and the functions each performs.

Lead the class in a discussion of a make-believe story about farm machines. Tell them--

- napiszcie o tym, jak maszyny nie są zadowolone ze swej pracy.
- maszyny buntują się przeciw rolnikowi, chcą odpocząć, chcą być traktowane jak ludzie.

Treat the above as a group fantasy. Reproduce it on ditto paper and distribute to the learners for illustrations.

Answers and/or Criteria

The learner will create a fantasy after reading an informational article about the same subject.

Skill Literature

Level F

Subskill Nonfiction: Biography

Objective No. FL25

Objective Given a biography, the learner will participate in a dramatization of the important events in the subject's life story.

Teaching/Learning Strategy

Prepare for this objective a few days earlier. Give the learners time to prepare costumes and properties.

Read "Mikołaj Kopernik" of the Literature Resource Materials.

Tell the learners--

Podziel ten życiorys na pięć części--

I. Dzieciństwo i lata szkolne
II. Lata młodzieńcze
III. Studia na Uniwersytecie
IV. Jako Kanonik
V. Praca

Activity: Divide the class according to chapter headings. Give each learner a part to play. Encourage them to make costumes plus objects to be used. Guide rehearsals. Appoint a narrator for each chapter. Assign a group to pantomime that chapter. Present the dramatization, inviting another class to share and enjoy it.

Answers and/or Criteria

The learner will develop awareness of a biography as a "life story" by participating in a dramatization highlighting important events.

BIBLIOGRAFIA

Aleksandrzak, Stanisław, and Przyprowski, Zbigniew. W naszej gromadzie. Podręcznik do nauki jęz. polskiego dla kl. III. Warszawa: Wyd. Szkolne i Pedagogiczne, 1975.

Aleksandrzak, Stanisław, and Rytel, Józefa. W szkole i w domu. Podręcznik do nauki jęz. polskiego dla kl. II. Warszawa: Wyd. Szkolne i Pedagogiczne, 1976.

Andersen, Jan C. Baśnie. Warszawa: Nasza Księgarnia, 1965.

Bogdanowiczowa, Zofia. Zabawy dydaktyczne dla przedszkoli. Warszawa: P.Z.W.S., 1973.

Brzechwa, Jan. Sto bajek. Warszawa: Czytelnik, 1966.

Chotomska, Wanda. Chodzi, chodzi, baj po ścianie. Wiersze i kołysanki. Warszawa: Nasza Księgarnia. 1966.

Gorzechowska, Jadwiga, and Kaczurbina, Maria. Mało nas, mało nas. Warszawa: Nasza Księgarnia, 1978.

Jachowicz, Stanisław. Chory kotek. Warszawa: Nasza Księgarnia, 1966.

Kostyrko, Hanna. Klechdy domowe. Podania i legendy polskie. Warszawa: Nasza Księgarnia, 1965.

Kowalczewska, Anna. Język polski. Kl. II i III. Warszawa: P.Z.W.S., 1962.

Makuszyński, Kornel. O wawelskim smoku. Kraków: Wyd. Literackie, 1976.

Makuszyński, Kornel, and Walentynowicz, M. Wanda leży w naszej ziemi. Kraków: Wyd. Literackie, 1976.

Otwinowska, Jadwiga. Moja czytanka. Kl. III, wyd. III. London: Polska Macierz Szkolna Zagranicą, 1964.

Platos, Jan and Reszczyńska-Stypinska, Marta. Czytanka na kl. II. London: Swiderski, 1962.

Wortman, Stefania. U złotego źródła. Baśnie polskie. Warszawa: Nasza Księgarnia, 1970.

TAPE

Seven Polish Folk Tales. Chicago: Polish Teachers Assoc. in America, Inc., 1976.